

**STATE PLAN
FOR
VOCATIONAL AND TECHNICAL
EDUCATION
IN
NORTH DAKOTA**

FIVE YEAR PLAN

FY 2000-2004

STATE BOARD FOR VOCATIONAL AND TECHNICAL EDUCATION

**WAYNE KUTZER
STATE DIRECTOR AND EXECUTIVE OFFICER**

NORTH DAKOTA STATE BOARD FOR VOCATIONAL AND TECHNICAL EDUCATION

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The Board policy does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age, or disability as required by various state and federal laws. Equal education opportunity is a priority of the North Dakota State Board for Vocational and Technical Education.

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OVERVIEW

The State Board for Vocational and Technical Education is responsible for administering vocational technical education in North Dakota as administered under Public Law 105-332. Reference to the "State Board" throughout this plan refers to this official board. The State Board consists of nine members, six of whom are appointed by the Governor from a list of persons submitted by a nominating committee. The other members are individuals either elected or appointed to their positions as prescribed in State Law. They are the elected Superintendent of Public Instruction, the appointed Chancellor of Higher Education and the appointed Executive Director of Job Service North Dakota.

The State Board does not conduct vocational technical education programs. It works with public school districts, Bureau of Indian Affairs schools, tribally controlled colleges, junior and state colleges, state universities and other agencies who conduct vocational technical education programs. The State Board's responsibilities to these various educational and other agencies includes assistance in planning, assisting curriculum development and implementation and evaluating their programs.

The State Board is responsible for the administration of federal and state legislation and the supervision of funding made available from Congress and the state. Vocational technical education is a program of instruction designed to prepare individuals with employability skills in high quality programs requiring less than a baccalaureate degree.

A sound vocational technical program must be concerned with the employability of students upon completion of the offering. But the program must also recognize the needs of the individual for more than job-entry skills. Compatible skills of math, sciences, communication, decision-making, learning to learn, personal and occupational responsibility, educating students in all aspects of industry, and linking secondary and postsecondary are equally important and equally within the purview of vocational technical education. These "true salable skills" and the individual's capacity to transfer them regularly and usefully to their work and life needs, require vocational technical education to emphasize the total education of the individual.

The uniqueness of vocational technical education, then, is in its capacity to not only prepare for work, but to enable individuals to develop the human "change and coping skills" which are essential to occupational mobility and personal success over the long term of a working life.

I. PLANNING, COORDINATION AND COLLABORATION

- 1.01 The State Board for Vocational and Technical Education conducted hearings at the following locations after filing the required notices as outlined in the North Dakota Century Code.

- ◆ Minot – February 22, 1999
- ◆ Fargo – February 22, 1999
- ◆ Grand Forks – February 23, 1999
- ◆ Dickinson – February 23, 1999
- ◆ Bismarck – February 24, 1999
- ◆ Williston – March 1, 1999

These six public hearings allowed all segments of the public and interested organizations and groups (including employers, labor organizations and parents) an opportunity to present their views and make recommendations regarding the State Plan. The public hearing notices were announced in the following manner:

- Public notices were placed in all 13 daily newspapers.
- News releases were sent to all county newspapers.
- Letters of invitation were sent to all secondary schools, college administrators, secondary vocational directors, college deans of vocational-technical education, business and industry representatives and the Executive Director of the North Dakota Vocational Association.
- “Affidavits of Publications” have been received from each of the media confirming dates of publications and are on file in the State Board office.

[Section 122 (a)(3)]

- 1.02 Sixty-five people attended the public hearings on the draft of the FY 2000-2004 State Plan. The following is a summary of the comments received at the hearings and the State Board’s responses.

The most often made comments are listed in order of most common to least common.

Public Comment:

Seven comments were made on Core Indicator I. The range was from lowering the ACT score to 14 as a base to using other means to measure this indicator.

SBVTE Response:

The task force committee working on Core Indicators is considering establishing a baseline score on the ACT test. Using some other means to measure this level of performance will mean research and establishment of a pre test/post test in each academic area and add an additional burden of work at the local level.

The ACT test system and the vocational competency based skill system of testing are already in place. Trying to use a Grade Point Average system or a report card system, as suggested in the comments would not be a consistent measurement of levels of performance.

Also reference was made to using the CTBS system when students do not take the ACT. The CTBS system tests students through grade 10 and therefore would not be applicable to vocational technical education courses and would be a useless tool to try and reinstate.

Public Comment:

Six people made comments in regard to reserving 10% of the funds for eligible recipients to address local needs through the Request for Proposal process. These funds could address funding for small rural schools, Single Parents and Equity programs, changing formula allocations and addressing new and innovative programs or other projects.

SBVTE Response:

Eighty-five percent of the funds will be allocated to eligible recipients. The State Board voted against exercising its option to hold 10% in reserve.

Public Comment:

Six comments were made in regard to Core Indicator 4. Concerns were over annually increasing by at least 1% and what is non-traditional. The indicator, as written, penalizes non-traditional programs, does not explain that non-traditional programs are those with less than 25% enrollment, and penalizes programs with high non-traditional enrollment.

SBVTE Response:

The State Board has adopted the federal definition of what is a non-traditional program.

The first year of the state plan will be used to establish baseline data.

Public Comment:

Five people made comments in regard to class size. This included not being practical for small schools; being very useful; losing sight of educating students and leaving it at the present level of five.

SBVTE Response:

The State Board voted to increase the minimum class size allowed to six students and determined that they would study the issue further.

Public Comment:

Four people made comments on scope. The range of comments were from strong support for two units of credit to a single offering should count as a program (that may be all that is necessary to get a job).

SBVTE Response:

The State Board voted to maintain the current regulation regarding scope.

Public Comment:

Three people wanted increased funding rates for program areas, in particular Farm Management, Technology Education and the Occupation Safety Environment Health Program.

SBVTE Response:

The rate increases that are referred to, deal with state funds. The State Board would like to have higher reimbursement rates for all vocational areas, however, the agency has not received enough additional funds in the past several biennium's from the legislature to offset increased costs at the local level and have had to reduce rates rather than increase them. Federal funds cannot be used for these items as that would be a supplanting issue (replacing state and/or local funds with federal) and not permitted under federal law.

Public Comment:

Three people made comments on Core Indicator 2 and all concerns were about the postsecondary indicator. The range of comments were that 70% completion for postsecondary may be high, the purpose ought to be employment and often happens without attaining a degree or certificate. In this performance standard, the need to obtain a diploma was also mentioned.

SBVTE Response:

The task force committee working on core indicators will consider these suggestions. The committee has determined that the first year of the state plan will be used to establish baseline data.

Public Comment:

Three individuals commented on Core Indicator 3. The concern is that 80% is one of those “one size fits all even though it doesn’t”, the advance training category is vague and a workable statewide system needs to be implemented.

SBVTE Response:

The first year of the state plan will be used to establish baseline data.

THE REST OF THE COMMENTS ARE SINGULAR IN NATURE

Public Comment:

Section 2.05 refers to “on-going labor market assessment by the State Board”, but does not identify sources and doesn’t utilize Labor Market Information (LMI) available from Job Service.

SBVTE Response:

Concur. The State Board has added necessary wording to clarify where the assessment listing is found and added reference to Job Service and the LMI program.

Public Comment:

In 2.06 under “Funds may also be used for” no reference is made about Job Service in this section in reference to assisting students in finding appropriate jobs.

SBVTE Response:

Do not concur. The listing in 2.06 is taken from the Act and is to identify how the funds are to be used at the local level. It is not to identify the means to get to this end.

Public Comment:

Section 2.16 refers to a memorandum of understanding as required by one-stop partners, but makes no reference to legislative approval being sought for the State Plan.

SBVTE Response:

Do not concur. Although the Carl D. Perkins Vocational and Applied Technology Education Act may be included in the Unified State Plan, it is not at this time. The State Board will be submitting a separate State Plan because of the difference in timelines. The State Board is currently involved in unified planning with the other state agencies. Any final decision regarding a unified plan will be made in the future.

Public Comment:

The State Plan refers to local directors serving on regional workforce committees, but these no longer exist.

SBVTE Response:

Concur. This statement has been rewritten to adequately reflect the role of local directors with regional Job Service offices.

Public Comment:

The Tech Prep plan refers to employment placement activities, consultation with business and industry and education and training where there are significant workforce shortages, but makes no reference to utilizing Job Service for placement activities and statistical data.

SBVTE Response:

Concur. Corrections have been made in the Tech Prep plan to accurately reflect the role of Job Service.

Public Comment:

Are there things that we can do to help academic instructors to use vocational examples and problems.

SBVTE Response:

The State Board has always encouraged academic instructors to attend the in-service training programs of the applied course offerings so they will have a practical understanding of how this material is utilized in vocational areas. Another method would be through team teaching of vocational and academic courses, however that is a local decision. The annual All Service Conference format has been altered to include integrated activities.

Public Comment:

The proposed change to a five year evaluation cycle with a meaningful self-study component is a positive action by the State Board.

SBVTE Response:

The State Board feels the same way. This will reduce some of the burden of paperwork for the instructors, schools and the State Board and make the evaluation process more effective.

Public Comment:

When we report only completers or graduates we miss a whole group of students who leave after obtaining enough skills to obtain a specific job, but have achieved their goal of gaining employment in their field of interest. Adding

employed in a related field would enable colleges and high schools to count these students who were successful.

SBVTE Response:

The committee revising the data collection system will take this under consideration.

Public Comment:

One person identified several errors in the publication titles, word usage and omissions in the draft copy of the State Plan.

SBVTE Response:

Concur. These corrections have been made.

Public Comment:

Having a more specific plan is good, but means more documentation and reports. It seems we spend more time in paperwork and less time in preparing our programs for the sake of students.

SBVTE Response:

The State Board understands your concern over additional paperwork. This is why changes were made in the evaluation system (the self-study will now be completed only the year before the scheduled evaluation and not every year as in the past) and a review of the data collection system (collect only what is needed and do it electronically). However documentation is necessary and required to be accountable for federal and state dollars expended at the local level. Without this documentation North Dakota would not be able to receive the funds allotted this state as a result of the Carl D. Perkins Act.

Public Comment:

Requiring all instructors to take all the classes in 2.09-is a waste of time-Some programs require far higher standards from students. Why go back to lower levels of courses.

SBVTE Response:

The State Board realizes that some programs meet or exceed the requirements of the required academic courses. If this program can demonstrate in writing that at least the minimum standards identified in applied math, communications and science are being taught in this program and the instructor has acceptable training in the applied academic courses, it is then acceptable and these courses need not be taken by the instructor.

Public Comment:

Labor organizations need to be considered for membership on advisory committees.

SBVTE Response:

The State Board voted in favor of adding the word labor.

Public Comment:

The figure identified as a high skill, high wage dollar amount doesn't appear to be sufficient for a family to live on.

SBVTE Response:

The State Board voted in favor of omitting Section C, referring to high skill, high wage.

[Section 122 (a)(3)]

- 1.03 The State Board developed this plan in consultation with teachers, recipients, parents, students, interested community members, representatives of special populations, representatives of business and industry and representatives of labor organizations and consulted with the Governor's office.

[Section 122 (b)(1)]

- 1.04 The following activities and procedures were used to provide these groups an opportunity to participate in state and local decision-making related to the development of the State Plan.

1. The State Board participated in and helped develop the following documents over the past five years. Public input from the above mentioned representatives helped in the development of these documents. These activities and documents have assisted the State Board to assess state workforce needs and in the development of the State Plan.
 - "Enhancing Growing North Dakota" by the Economic Development and Finance agency.
 - "Partners for Progress: The Next Steps" by the Bush Foundation.
 - "A Plan for Developing a World Class Training System in North Dakota" by the Greater North Dakota Association.
 - "Strategic Plan for Vocational Technical Education" by the State Board for Vocational and Technical Education.
2. The state supervisor for special populations solicited input into State Plan development at their winter conference in January.

3. During the meeting of the local directors association that was held in January, 1999, discussion was conducted and input taken on the development of the State Plan.
4. Announcements were sent to secure input on the development of the State Plan to state agencies, Governor's Office, school administrators, college Presidents, secondary and postsecondary vocational directors, college Deans of Vocational Education, representatives of business and industry and the Executive Director of the North Dakota Vocational Association. Primary interests centered on:
 - Secondary/postsecondary split of funds
 - Secondary/postsecondary waiver
 - Core indicators of performance
 - Local application plan
 - Size, scope and quality
5. The vocational center directors held a meeting on February 4, 1999 and input was taken on the development of the State Plan.
6. Interested parties testified at the February State Board meeting on all items to be included in the State Plan. Following testimony, the State Board made the final decision on all items included in the State Plan.
7. After sufficient and proper notice, the State Board conducted six public hearings in the state, geographically located to represent all area of the state.
8. Each local vocational program has an advisory committee made up of students, business and industry representatives, instructors and community people to provide input into state and local plan and program development.
9. The State Board consulted with the Governor's Office in the following manner:
 - The Governor's Office has been informed of the process involved in developing the state plan from the beginning. A copy of the first draft of the planning document was forwarded to his office with a request to make comments. The Governor's Office was also provided with a copy of the second draft and Mr. Bill Goetz, the Governor's Chief of Staff, discussed the procedure with the State Director.

- The Coordinator of the North Dakota Workforce Development Council, also a representative of the Governor's Cabinet, has been actively involved in the planning procedure and has had numerous opportunities for input into the plan. The State Board for Vocational and Technical Education presented a draft of the plan to the Workforce Development Council for their comments, and has also been actively involved with the committee currently working on designing a unified plan for the future.

[Section 122 (b)(2)]

1.05 The State Board consulted with the state agencies in charge of secondary and postsecondary education. Both agency directors are members of the State Board for Vocational and Technical Education.

- The Superintendent of Public Instruction (Chief State School Officer) is a voting member of the State Board for Vocational and Technical Education and attends all meetings.
- The Chancellor of Higher Education is a voting member of the State Board for Vocational and Technical Education and attends all meetings.
- The State Director met periodically with each individual to keep them informed on the progress of the State Plan.

Comments from Superintendent of Public Instruction and from the Chancellor of Higher Education:

SBVTE Response:

Because both serve on the State Board for Vocational and Technical Education, their comments were included, with their input, at the State Board meeting.

[Section 122 (e)(3)]

II. PROGRAM ADMINISTRATION

- 2.01 The State Board for Vocational and Technical Education shall submit to the Secretary a State Plan for a five year period, FY 2000-2004. Annual revisions may be submitted when the State Board deems necessary.
[Section 122(a)(1)][Section 122 (a)(2)(A)]

After the second year of the plan, the State shall review activities assisted under Part B and submit any necessary revisions to the State Plan.

- 2.02 The State Board will assist Local Education Agencies to ensure access to a full range of vocational and technical education programs for all students. Activities will be developed and/or conducted in support of achievement of each of the four core indicators of performance by each of the LEAs. The core indicators are as follows:

- attainment of challenging academic, vocational and technical standards,
- attainment of a secondary diploma or equivalency, skill certificate, or postsecondary degree or credential,
- placement in further education or training, employment, or military service,
- completion of programs for nontraditional training and employment.
- Quality vocational technical education programs are provided for students at the secondary, postsecondary and adult level. These programs are in Agriculture, Business and Office Technology, Career Development (Guidance), Educational Equity, Family and Consumer Sciences, Marketing Education, Curriculum and Personnel Development, School to Work, Special Needs, Tech Prep, Technology Education, a Technology Specialist, and Trade, Technical and Health Education.

The State Board will address the following activities to assist in meeting or exceeding the state adjusted levels of performance.

- Data Collection – the redesign of the data collection system will assure that relevant data is collected. The data will be used to assist in meeting the adjusted levels of performance.

- Evaluation Instrument – the self study and evaluation process will undergo the necessary changes to more accurately reflect the quality of the vocational technical education programs.
- Local Education Plan – the redesign of the Local Education Plan will focus on the desired outcomes.
- Consortium Approval Process – the review of the consortium approval process will focus on all members of the consortium meeting the state adjusted levels of performance.
- Technical Assistance – the State Board will review the technical assistance process to ensure that these services are of the highest quality.

[Section 122(c)(1)]

- 2.03 The State Board will provide secondary and postsecondary programs to be carried out, including programs to develop, improve, and expand access to quality, state-of-the-art technology in vocational and technical education programs.

A position has been established and filled within the State Board for Vocational and Technical Education devoted to technical assistance in the areas of professional development, educational technology recommendations, and curriculum design as they apply to technology and technology integration. Activities and programs include:

Customized technology training opportunities to meet the expressed needs of interested institutions.

- Offer technology-related workshops for university credit.
- Deliver specialized training on an as needed or required basis.

Programs and efforts are also being made to organize and implement industry certification programs that will promote the mission of the State Board for Vocational and Technical Education. A partnership with Cisco Systems, Inc. has been formed to offer a new computer networking course with an end goal of industry certification. Other partnerships are being investigated including a partnership with Microsoft to be Microsoft Office User Specialist testing center.

An ongoing evaluation process exists to determine improvements that could be made through the use of technology. The process includes state and local level activities.

The State Board will continue to play an active role in the development and promotion of the State Education Technology Plan. The state plan makes recommendations for action at the state and local levels. The premise of the plan is that technology that is integrated into existing curriculum provides authentic experiences that expand higher order thinking skills and teach computer literacy simultaneously. Enhanced student learning is the primary objective of integrating technology in our classrooms. The State Education Technology Plan addresses this objective by focusing on 4 critical success factors:

- Access to technology
- Administrative Services
- Professional Development
- Curriculum Integration

Educational and technology service providers in North Dakota work collaboratively to share resources and offer opportunities. Some of the collaborative services currently being offered include:

- Cisco Networking Academies: a program designed to deliver a four semester networking curriculum to high school and college students. Upon completion of the courses students will be prepared to take an industry standard test to become a Cisco Certified Networking Associate.
- Statewide Conferences: conferences offer educators the best practice examples with regard to teaching with the latest in technology. Some of the conferences include (1) Teaching and Technology Conference (TNT); (2) Milken Educator's Conference; (3) Vocational and Technical All-Service Conference; (4) Center for Innovation in Instruction's Leadership Conference; (5) and the Department of Public Instruction's Educational Improvement Conference.
- ND Teaching with Technology Initiative: A five-year, \$7.3 million Technology Innovation Challenge Grant from the U.S. Department of Education makes it possible to develop and adopt innovative programs to prepare all educators to integrate educational technology for improved instruction.
- Web Course Development: the "Web Course in a Box" software is a creation and management tool for web-based or web-assisted delivery of instruction. It enables educators to develop basic course pages and interactive functions such as discussion forums and self-correcting exercises.

[Section 122(c)(1)(A)]

2.04 Each eligible recipient is assigned a program consultant. These consultants will assist, provide technical assistance, review and approve local applications and process reimbursement claims from the assigned eligible recipient. Local applications are approved on the following criteria.

- Be of sufficient size and scope according to approved State Board policies. See 3.03 for this description.
- Improve the academic skills of students by Integrating Applied Math, Applied Communications, Applied Biology/Chemistry, Workplace Readiness Skills and/or Principals of Technology into existing vocational programs.
- Equipment requests reflect state of the art technology.
- Professional development plan.
- Curriculum development (if needed).
- Meeting the core levels of performance.
- Maintenance of a quality program.

[Section 122 (c)(1)(B)]

2.05 The State Board staff conducts on-going assessments of labor market needs and opportunities. Labor market information (LMI) is obtained from Job Service North Dakota through the LMI system, employment statistics distributed in Section 309 of the Workforce Investment Act of 1998 and from data put together by the State Occupational Information Coordinating Committee (See 1.04, number 1 for publication listing). The staff then works with secondary and postsecondary institutions in implementing programs that lead to high skill, high wage occupations for students.

1. Continuous assessment is made of labor market needs and opportunities and then these needs are transmitted to postsecondary institutions to provide those programs.
2. All curriculum in vocational technical education programs are upgraded and revised to provide skills that lead to high skill, high wage occupations.
3. The applied academics are infused into all secondary vocational technical education programs to better prepare the individuals with the skills to succeed in postsecondary programs and be able to compete for the high wage, high skill occupations.

4. The vocational guidance programs in North Dakota utilize the “CHOICES” system to provide counseling to students on what skills and classes are necessary to take so they can pursue their career choice at the postsecondary level and in current and emerging occupations.
5. Improved Career Decision Making (ICDM) Workshops: Each year, a minimum of two ICDM workshops are provided. These workshops train participants in the use of and how to access current labor market information. Participants are trained in LMI concepts and how to access this information from a local, state, and national perspective. ICDM is a joint agency training program provided by State Occupational Information Coordinating Committee (SOICC), the State Board for Vocational and Technical Education (SBVTE), and Job Service North Dakota.
6. The automotive, electronics, welding and construction programs are designed to allow students who complete the programs to obtain a national industry standards certificate. This certificate demonstrates that the student has mastered skills in that program area and assist them in gaining entry into high skill, high wage occupations.

[Section (c)(1)(C)]

2.06 Each eligible recipient that receives funds under this part shall use such funds to improve vocational and technical education programs. Funds made available to eligible recipients under this part shall be used to support vocational and technical education programs that—

1. Strengthen academic, and vocational and technical, skills of students by integrating academics with vocational and technical programs through a coherent sequence of courses.
2. Provide students with strong experience in and understanding of all aspects of an industry.
3. Develop, improve, or expand the use of technology in vocational and technical education, which may include:
 - training of vocational and technical education personnel to use state-of-the-art technology, including distance learning;
 - providing students with the academic, and vocational and technical, skills that lead to entry into high technology and telecommunications careers;
 - encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs.
4. Provide professional development to teachers, counselors, and administrators, including:
 - in-service and pre-service training in state-of-the-art vocational and technical education programs and techniques, in effective

- teaching skills based on research, and in effective practices to involve parents and the community;
 - support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - internships that provide business experience to teachers;
 - programs designed to train teachers specifically in the use and application of technology.
5. Develop and implement evaluations of the vocational and technical education programs funded under this title, including assessment of how the needs of special populations are being served.
 6. Initiate, improve, expand, and modernize quality vocational and technical education programs.
 7. Provide services and activities of sufficient size, scope, and quality to be effective.
 8. Link secondary and postsecondary education, including implementing tech-prep programs.

Funds made available to an eligible recipient under this title may be used to—

1. Involve parents, businesses and labor organizations in planning, implementing, and evaluating vocational and technical education programs.
2. Provide career guidance and academic counseling.
3. Provide work-related experiences.
4. Provide programs for special populations.
5. Support local business and education partnerships.
6. Assist vocational student organizations.
7. Provide mentoring and support services.
8. Lease, purchase, and upgrade equipment, including instructional aids.
9. Provide initial teacher preparation, including that for teacher candidates from business and industry.
10. Improve or develop new vocational and technical education courses.
11. Support family and consumer sciences education.
12. Provide vocational and technical education programs for adults and school dropouts to complete their secondary education.
13. Assist students who have participated in services and activities under this title to find appropriate employment and further education.

14. Support nontraditional training and employment.
15. Other vocational and technical education activities consistent with purposes of this Act.

[Section 122 (c)(1)(D)]

2.07 The State Board will continue to conduct programs and activities of professional development (including initial teacher preparation) for vocational and technical, academic, guidance and administrative personnel. These may include but not be limited to these activities.

- An annual "All-Service Conference" will be conducted and invitations will be extended to all teachers, counselors, administrators and prospective teachers.
- Several for-credit courses in "applied mathematics" will be scheduled and taught to teachers, counselors, administrators and prospective teachers.
- Several for-credit courses in "applied communications" will be scheduled and taught to teachers, counselors, administrators and prospective teachers.
- Several for-credit courses in "applied biology-chemistry" will be scheduled and taught to teachers, counselors, administrators and prospective teachers.
- Several for-credit courses in "applied physics" will be scheduled and taught to teachers, counselors, administrators and prospective teachers.
- Several for-credit courses in "workplace readiness skills" will be scheduled and taught to teachers, counselors, administrators and prospective teachers.
- Several for-credit courses in "developing competency based units of instruction" will be scheduled and taught to teachers, counselors, administrators and prospective teachers.
- Several for-credit courses in "teaching competency based units of instruction" will be scheduled and taught to teachers, counselors, administrators and prospective teachers.
- Several for-credit courses in "evaluating students in a competency based teaching mode" will be scheduled and taught to teachers, counselors, administrators and prospective teachers.
- Several for-credit courses in "managing vocational student organization activities" will be scheduled and taught to teachers, counselors, administrators and prospective teachers.
- Several for-credit courses in "business productivity" will be scheduled and taught to teachers, counselors, administrators and prospective teachers.
- Several for-credit courses in "high technology (DNA, robotics, computer interfacing, CAD and others)" will be scheduled and taught to teachers, counselors, administrators and prospective teachers.

- Several courses in "Choices (a computer generated career software) guidance training" will be scheduled and taught to teachers, counselors, administrators and prospective teachers.
 - Several courses in "Improved Career Decision Making" (a joint in-service project with North Dakota Occupational Information Coordinating Committee) will be scheduled and taught to teachers, counselors, administrators and prospective teachers.
 - Several courses in "Consumer Credit" will be scheduled and taught to teachers, counselors, administrators and prospective teachers.
- [Section 122(c)(2)]

2.08 The State Board has a policy that all secondary and postsecondary programs have an advisory committee. This can either be a program craft committee (representing only one program) or a district-wide advisory committee (each program represented on the committee). Membership size varies, but they must have at least five members, gender representation and representations from:

- Students
- Community leaders/parents
- Teachers
- Business, industry, and labor

Requirements and activities of the advisory committee are:

- Meet at least twice a year and send the minutes of the meeting and membership roster to the State Board.
- Review and approve the curriculum and the local application. Results are to be reflected in the minutes.
- Assist the program in the promotion and retention of students, equipment recommendations and possible equipment donations, curriculum development, program planning and location of on the job work station sites.
- Participate in program evaluations.

[Section 122 (c)(3)]

2.09 The State Board continues to strive to improve academic and technical skills of students and ensures vocational technical programs teach the same challenging, academic proficiencies as taught to other students. This is accomplished by the following.

1. During the past eight years, the State Board has provided in-service programs to instructors for the purpose of integrating these concepts into the vocational technical program offerings of all eligible recipients.

- Applied Mathematics
 - Applied Communications
 - Applied Biology/Chemistry
 - Principals of Technology
 - Workplace Readiness Skills
2. Vocational technical instructors are required to take these in-service workshops that are taught by academic instructors and to integrate the concepts into existing programs.
 3. Monitoring of these concepts is as follows:
 - Annual review by the program supervisors of the Calendar of Units for each vocational technical program.
 - Program visitations to eligible recipients by supervisors.
 - Evaluation on-site reviews.
 - Review of local plan application by program consultants.
 4. Curriculum review committees periodically rewrite existing curriculums to include all aspects of industry, current technology methods and academic standards. Industry representatives serve as members. These curriculum frameworks are then validated by industry representatives and serve as a base for vocational teachers to integrate and implement new teaching methods and strategies.
 5. The Vocational Student Organizations (VSOs) provide students with knowledge and experiences on work place skills that employers look for in employees. The VSOs in North Dakota are: Association of Marketing Education Students (DECA), Delta Epsilon Chi (DEC), Future Business Leaders of America (FBLA), Phi Beta Lambda, FFA Organization, Postsecondary Agriculture Students (PAS), Future Homemakers of America (FHA), Home Economic Related Occupations (HERO), Technology Student Association (TSA) and Vocational Industrial Clubs of America (VICA).

[Section 122(c) (5)(A)]

- 2.10 The State Board ensures that the students who participate in vocational technical programs are taught the same challenging academic proficiencies as other students. The State Board has taken the following steps:

1. All secondary students in North Dakota are required to take challenging academic courses in addition to their vocational-technical education courses. (Example: 4 units of English; 3 units of social studies; 2 units of math; and 2 units of science.) State law requires that every student take a minimum of 17 credits for graduation and all schools exceed this by

requiring up to as many as 22 credits for graduation, that includes the academic courses identified above.

2. At the postsecondary level all technical programs have required academic courses as part of that program. Although degrees and program lengths vary, each program has minimum academic courses that are required to be taken.
3. Eight years ago the State Board selected the applied courses as the method of improving the academic proficiency of both secondary and postsecondary students.
 - a. Each applied course was reviewed by a team of educators to determine the validity of the applied courses. Review teams consisted of:
 - Secondary instructors representative of that area.
 - Postsecondary instructors representative of that area.
 - Representatives from the Department of Public Instruction.
 - Representatives from the State Board.
 - b. Academic teachers from that area were used as in-service trainers. They were sent to the in-service training meetings for the applied academic courses.
 - c. In-service training programs were provided for all secondary and postsecondary vocational technical education instructors.
 - d. Vocational technical education instructors integrated the applied academic concepts into their curriculum.
 - e. The State Board continues to offer these workshops to in-service new and existing vocational technical education instructors.

[Section 122(c)(5)(B)]

- 2.11 No delegation will be made to other agencies of administrative, operational or supervisory responsibilities. The State Board provides technical assistance to eligible recipients in the following manner.

1. The State Board employs program supervisors that are qualified in their area of assignment. The staff provides the following:
 - New teacher visitations for assistance in the fall.

- Program visitations and assistance twice in a five year period. Reports completed on each visit.
 - Yearly review of the Calendar of Units (units of instruction for each class offered).
 - Participate in the on-site evaluation process conducted by the State Board.
 - Assist in the development and/or procurement of suitable curriculum material.
 - Assist student organizations.
 - Assist in the development, improvement and implementation of programs as requested.
 - Provide immediate assistance when requested by an eligible recipient.
 - Complete all reimbursement procedures for the program.
2. Each eligible recipient of federal dollars is assigned a program consultant. The consultants will:
- Annually review and approve the local application, budget request and determine if they are meeting the intent of the law.
 1. Administrator will be informed of deficiencies in writing and a timeframe given to correct the situation.
 2. If not in compliance or the deficiencies are not corrected, funding will be withheld until corrections are made.
 - The program consultant will on-site visit the eligible recipients once every two years and complete a written report.
 - On-site visits will be made immediately upon request by the eligible recipient.
 - Programmatic questions will be sent to the appropriate program supervisor who will contact and/or visit the eligible recipient and provide the necessary assistance.
 - The program consultant will annually review and approve all reimbursement claims.

[Section 122(c)(14)]

2.12 The State Board relates to state and regional occupational opportunities for students by:

- Reviewing and participating in the assessment studies completed the past five years as described in Section 1.02.
- Presentations by the Director of the State Occupational Information Coordinating Committee on current and regional labor market needs to the state staff and local vocational directors.
- ICDM workshops as described in section 2.05, number 5.
- Job Service North Dakota develops yearly, occupational projections for a ten year period. Their latest publication "North Dakota Employment Projections 2006", clearly identifies North Dakota's occupational needs from a historical perspective. State specific projections are available on every occupation in our state. This information clearly projects the following:

- Largest occupations
- Occupations with the largest numeric growth
- Occupations with the largest numeric decline
- Fastest growing occupations
- Occupations with the most annual openings
- Levels of training needed to fill these occupational needs
- The Bureau of Labor Statistics information is used to identify occupational and training needs from a national perspective. The CHOICES Computerized Guidance System is widely used across the state. Ninety-five percent of the secondary schools, all Job Service offices and all Vocational Rehabilitation offices have this software package. This provides users with the most current national and state specific labor market information available.
- Occupations and occupational information is changing at a very rapid rate. As a result, the State Board supports the Internet career information system, "Career Explorer". This system allows users to identify those new and emerging occupations that are coming into existence because of new technology in the workplace.

[Section 122(c)(15)]

2.13 The programs in vocational technical education are coordinated with other federal programs in North Dakota.

- Each year a list of vocational technical education programs that are offered is provided to other state and federal agencies enabling them to utilize the vocational technical education delivery system for their clients.
- The apprenticeship program in North Dakota is a cooperative partnership between the State Board and the Bureau of Apprenticeship and Training. This cooperation includes marketing of apprenticeship, projects, registering schools to provide apprenticeship and industry contacts for apprenticeship programs. Collaboration was also done on a new guide entitled "North Dakota Apprenticeship Guide" that was distributed statewide.
- State staff members serve on other state and federal committees keeping them informed about what is available through the vocational technical education delivery system. This includes a person with responsibilities for special populations who serves on various committees dealing with the Individuals with Disabilities Act.
- Three agency directors serve on the State Board.
- A close agency working relationship exists among the State Board, the State Occupational Information Coordinating Committee (SOICC), and Job Service North Dakota. Labor market research from SOICC and Job Service are continually used to identify potential vocational technical education training program needs. Micro-OIS is updated annually by the SOICC office. This system quickly identifies the labor market supply and demand relationship. Program planners use this resource to identify the need for new and expanded vocational technical programs in the state.
- The School to Work Opportunities Act is operated out of the State Board for Vocational and Technical Education office. A full time supervisor is employed in this program who coordinates and operates this program with secondary and postsecondary schools in North Dakota and with the vocational technical education staff of the State Board.

[Section 122(c)(16)]

2.14 Linkages between secondary and postsecondary education are accomplished in the following manner:

1. The same state staff supervisors provide technical assistance to both secondary and postsecondary programs.
2. Curriculum development committees for both levels include both secondary and postsecondary instructors as members.

3. Funds from eligible recipients are utilized to develop secondary and postsecondary articulation agreements.
4. Tech Prep projects provide for the development of four and six seamless curriculum strands in each of the identified Tech Prep clusters.
5. The North Dakota University System utilizes a common course number system to assist each of the curriculum strands in Tech Prep.
6. The "CHOICES" guidance system utilized in the secondary system provides these students the necessary direction in what courses need to be taken in order for that student to pursue their occupational choice at the postsecondary level.
7. Vocational conferences for instructors and vocational student organizations involve both secondary and postsecondary instructors and supervisors.
8. Trade and Industry, Technical and Health (T&I) provides statewide articulation agreements from high school programs to college programs based on cyclical curriculum reviews. The agreements focus on industry standards such as the National Automotive Technicians Education Foundation where high schools complete four of the required eight automotive standards while colleges deliver instruction in all eight standards. The agreement allows graduates from high school programs to enter college programs at an advanced standing by taking an industry based test. Where an industry accreditation program is not available, the curriculum redevelopment process is utilized to address articulation issues.

[Section 122(c)(16)]

- 2.15 The State Board for Vocational and Technical Education will address the equity provisions contained in Section 427(b) of the General Education Provisions Act, as amended, in the following manner: [20 USC 1228a]

The North Dakota State Board for Vocational and Technical Education will endeavor to ensure equal access to education and to promote educational excellence throughout the state by:

1. Requiring recipients of Perkins funds to provide assurances of non-discrimination, and to publish non-discrimination policies for distribution to teachers, students and parents at the local level; and requiring assurance of adherence to all federal and state statutes relating to equal opportunity.

2. Monitoring Perkins funds recipients for equitable access to programs and services regardless of gender, race, color, national origin, disability or age, and for provision of services fostering achievement of high standards for all students.
3. Providing technical assistance to Perkins funds recipients for the purposes of overcoming barriers to full participation. Technical assistance opportunities will include, but not be limited to, instructional seminars held in conjunction with the annual All-Services Conference, and throughout the year, as requested.
4. Developing and fostering development of curricula for the purpose of promoting multicultural diversity and cross-cultural competence, non-traditional educational and employment opportunities, and the like, aimed at equal access to vocational and technical programming among local Perkins fund recipients.
5. Establishing a statewide advisory council on equitable enrollment and employment practices, including representatives from schools, tribes, business and industry, employment and rehabilitation services.

[Section 122 (427(b) GEPA]

- 2.16 Procedures in the development of the memorandum of agreement outlined in Section 121 (c) of the Workforce Investment Act of 1998.

The State Board for Vocational Technical Education will work with the various agencies included in the Unified Planning activity to develop and enter into a memorandum of understanding relating to the operation of the one-stop delivery system in the local area.

The contents of the memorandum of understanding will address the provisions of Section 121(c) of the Workforce Investment Act.

North Dakota is in the process of formulating a unified plan involving all the entities involved in developing the workforce. The Assistant State Director of Vocational and Technical Education is an active member of the unified state plan work group. One-Stop Centers are a priority with the planning committee.

The timeline that has been established for the completion of the Unified Plan that will address the Memorandum of Understanding relating to One-Stop Centers is as follows:

January, 2000
March, 2000
April, 2000

First Draft Completed
Send Final Draft to the Federal Office
Unified State Plan will be put into Effect

As indicated in the timeline, it is the intent to have a One-Stop Center Memorandum of Agreement in place by March, 2000.
[Section 122(c)(21)]

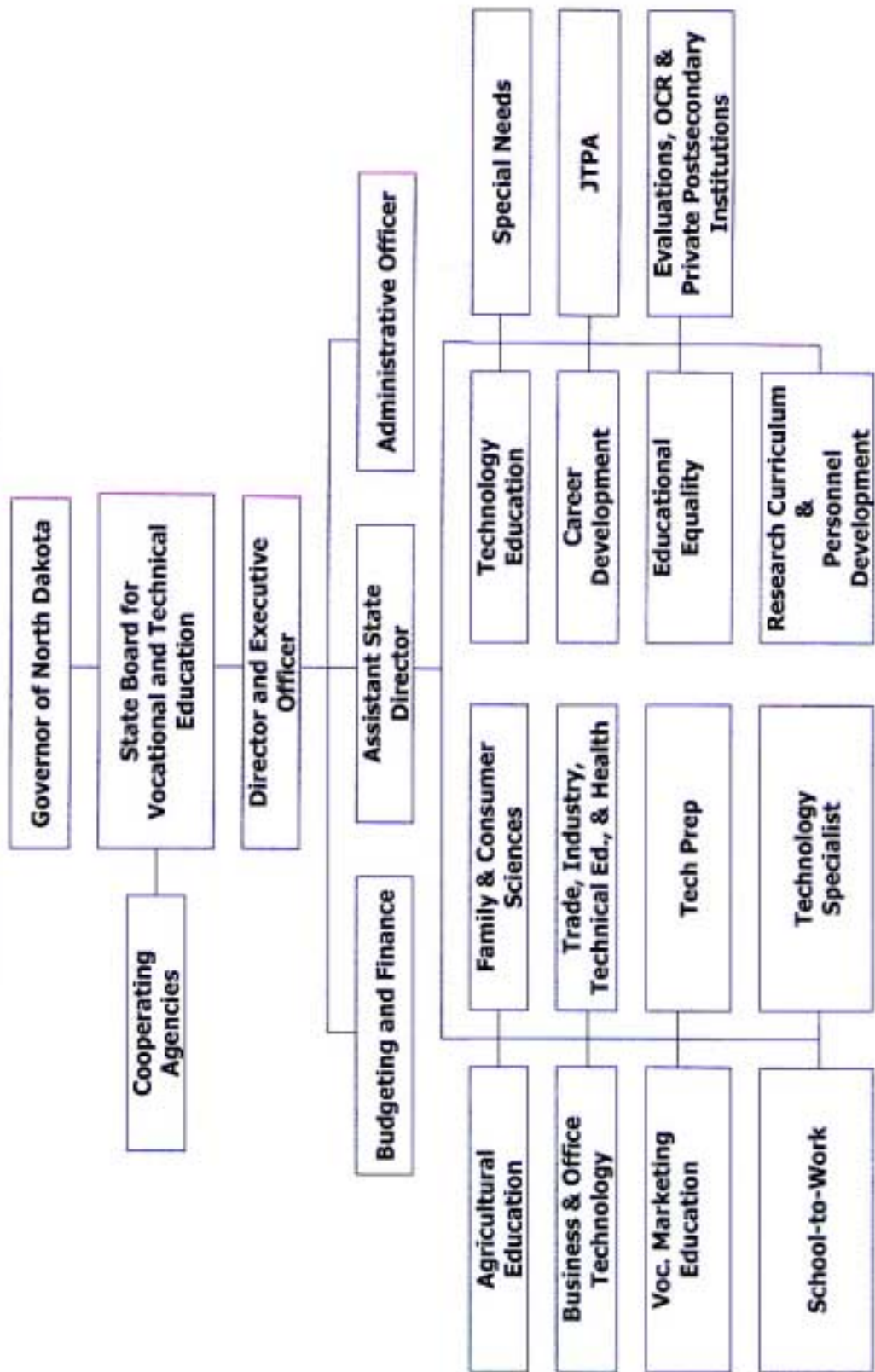
- 2.17 Procedures used in ensuring the coordination of nonduplication among programs listed in Section 122(b)(8)(A) of the Workforce Investment Act of 1998.

The State Director serves on the North Dakota Workforce Development Council with the directors of all other agencies within the state who are involved in workforce development activities.

The assistant director is actively involved with a committee of agency representatives working together in the preparation of a unified plan as allowed under section 501 of the Workforce Investment Act.

Representatives of various agencies involved in workforce development serve on a number boards including: Workforce Development Council; Welfare to Work; SOICC Management Team; School-to-Work; etc.
[Section 122(c)(21)]

State Board for Vocational and Technical Education



(SINGLE DISTRICT OR CONSORTIUM)

**NORTH DAKOTA STATE BOARD
FOR
VOCATIONAL AND TECHNICAL EDUCATION**

**FIVE-YEAR LOCAL PLAN
FOR
VOCATIONAL AND TECHNICAL EDUCATION**

***CARL D. PERKINS VOCATIONAL AND
TECHNICAL EDUCATION ACT OF 1998***

***Fiscal Years: 2000-2004
(School Years: 1999-2000 through 2003-2004)***

Submitted by: _____

Signature of Authorized Representative

Date

NORTH DAKOTA STATE BOARD

FOR

VOCATIONAL AND TECHNICAL EDUCATION

Dr. Charles Brickner, Chairperson.....Carrington

Mr. Darrel Remington, Vice Chairperson.....Mott

Mr. Julian Bjornson, Member.....Grafton

Ms. Betsy Dalrymple, Member.....Casselton

Ms. Mary Beth Ekeren, Member.....Enderlin

Ms. Jennifer Gladden, Member.....Bismarck

Mr. Larry Isaak, Member.....Bismarck

Ms. Rita Wilhelmi, Member.....Stanley

Dr. Wayne Sanstead, Executive Secretary.....Bismarck

"It is the policy of the North Dakota State Board for Vocational and Technical Education not to discriminate in its educational programs, activities, or employment policies as required by Final Regulation implementing Title IX of the 1972 Education Amendments, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973.

The Board policy does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age, or disability as required by various state and federal laws. Equal education opportunity is a priority of the North Dakota State Board for Vocational and Technical Education."

GENERAL INFORMATION

I. Introduction

"The purpose of this Act is to develop more fully the academic, vocational, and technical skills of secondary students and postsecondary students who elect to enroll in vocational and technical education programs, by—

- (1) building on the efforts of States and localities to develop challenging academic standards;
- (2) promoting the development of services and activities that integrate academic, vocational, and technical instruction, and that link secondary and postsecondary education for participating vocational and technical education students;
- (3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve vocational and technical education, including tech-prep education; and
- (4) disseminating national research, and providing professional development and technical assistance, that will improve vocational and technical education programs, services, and activities."

[CP III – Section 2. PURPOSE]

II Local Uses of Funds

A. General Authority

Each eligible recipient that receives funds under this part shall use such funds to improve vocational and technical education programs.

B. Requirements for Uses of Funds

Funds made available to eligible recipients under this part shall be used to support vocational and technical education programs that—

1. Strengthen academic, and vocational and technical, skills of students by integrating academics with vocational and technical programs through a coherent sequence of courses.
2. Provide students with strong experience in and understanding of all aspects of an industry.
3. Develop, improve, or expand the use of technology in vocational and technical education, which may include:
 - training of vocational and technical education personnel to use state-of-the-art technology, including distance learning;

- providing students with the academic, and vocational and technical, skills that lead to entry into high technology and telecommunications careers;
 - encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs.
4. Provide professional development to teachers, counselors, and administrators, including:
 - in-service and pre-service training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to involve parents and the community;
 - support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - internships that provide business experience to teachers;
 - programs designed to train teachers specifically in the use and application of technology.
 5. Develop and implement evaluations of the vocational and technical education programs funded under this title, including assessment of how the needs of special populations are being served.
 6. Initiate, improve, expand, and modernize quality vocational and technical education programs.
 7. Provide services and activities of sufficient size, scope, and quality to be effective.
 8. Link secondary and postsecondary education, including implementing tech-prep programs.

C. Permissive Uses of Funds

Funds made available to an eligible recipient under this title may be used to—

1. Involve parents, businesses and labor organizations in planning, implementing, and evaluating vocational and technical education programs.
2. Provide career guidance and academic counseling.
3. Provide work-related experiences.
4. Provide programs for special populations.
5. Support local business and education partnerships.
6. Assist vocational student organizations.
7. Provide mentoring and support services.

8. Lease, purchase, and upgrade equipment, including instructional aids.
9. Provide initial teacher preparation, including that for teacher candidates from business and industry.
10. Improve or develop new vocational and technical education courses.
11. Support family and consumer sciences education.
12. Provide vocational and technical education programs for adults and school dropouts to complete their secondary education.
13. Assist students who have participated in services and activities under this title to find appropriate employment and further education.
14. Support nontraditional training and employment.
15. Other vocational and technical education activities consistent with purposes of this Act.

III. Criteria to Allocate Funds Among Consortium Member Schools

Funds will be allocated to individual members of a consortia using the following procedure.

- A. Each member of the consortium shall be represented by one individual and have one vote.
- B. One member of the consortium shall be designated the fiscal agent for the consortium and a representative from that district or vocational center shall be designated the consortium manager.
- C. A consortium shall hold at least two meetings annually.
- D. The needs of each consortium member shall be presented at the meeting at which the annual plan is developed. Needs shall be supported by the intent of the Carl Perkins Act.
- E. Members shall vote to set priorities and determine which activities will be approved for the year.

[Section 122(c)(4)(B)]

LOCAL 5-YEAR PLAN
FOR VOCATIONAL AND TECHNICAL EDUCATION

GENERAL ASSURANCES

The _____ makes application to the

(Name of Applicant)

North Dakota State Board for Vocational and Technical Education for approval of the specific vocational and technical education programs as shown herein for the period beginning July 1, 1999, and ending June 30, 2004. An annual update to this plan will be developed and submitted each year as part of the annual plan process.

IT IS AGREED AND UNDERSTOOD THAT:

1. Programs, services, and activities included under this agreement shall be operated in accordance with the Carl D. Perkins Vocational and Technical Education Act of 1998 and the North Dakota State Board for Vocational and Technical Education Procedural Methods for handling Carl D. Perkins funds.
2. The LEA will comply with the requirements of Title I and the provisions of the State plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs. [CP III – Section 122(c)(10)]
3. This application has been developed in consultation with appropriate agencies, organizations, and individuals.
4. The Local Advisory Committee(s) for Vocational-Technical Education has been established, consistent with state guidelines, and is regularly used to provide program input.
5. No funds will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. [CP III – Section 122(c)(11)]

6. Funds received under this Act will supplement, and shall not supplant, non-Federal funds expended for vocational and technical education,
7. No more than 5 percent of the funds received shall be used for administrative costs.
8. No funds received under this Act may be used to provide vocational and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used for such students.
9. No funds made available under this Act will be used to require any secondary school student to choose or pursue a specific career path or major.
10. No funds made available under this Act will be used to mandate that any individual in a vocational technical program be required to attain a federally funded skill level, standard or certificate of mastery.
11. If any funds from the Act are expended for School to Work activities they will meet the definition of "vocational technical education" found in Section 3(29) of Perkins III.
12. No funds provided under this Act shall be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocations will result in reduction in the number of jobs available in that state.
13. If any funds under this Act are used for student financial aid for attendance costs (Section 325(b)) they shall not be considered as income in determining eligibility for assistance under other federally funded programs.
14. Funds under the Act may be used to pay for vocational technical services required in an individualized education plan developed pursuant to section 614 (d) of the Individuals with Disabilities Education Act and services necessary under Section 504 of the Rehabilitation Act of 1973.

NARRATIVE DESCRIPTION

INSTRUCTIONS: Provide the information requested in items 1-11 below to document how your district or consortium will address the requirements of the Carl Perkins Vocational and Technical Education Act of 1998. For consortiums, please note that items 8 and 10 require an individual response from each district in the consortium.

Definitions, explanations, or examples for underlined words and phrases will be found in the DEFINITIONS – EXPLANATIONS section of this document. Item and page number are noted in parentheses.

1. Describe how vocational-technical education activities will be carried out to meet State adjusted levels of performance. (#1, p. 37)
2. Describe how vocational-technical education programs will strengthen academic and technical skills of students by—
 - integrating academic and vocational education
 - offering a coherent sequence of courses
 - ensuring learning in core academic and vocational and technical subjects
 - ensuring that students who participate in vocational and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students
3. Describe how vocational-technical education programs will provide students with strong experience in and understanding of all aspects of an industry. (#2, p. 37)
4. Describe how vocational-technical education programs will link secondary and postsecondary education.
5. Describe —

- a. how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are/will be involved in development, implementation and evaluation of vocational-technical education programs.
 - b. how such individuals and entities identified above are/will be effectively informed about, and assisted in understanding, the requirements of this Act.
6. Describe activities to assure that each vocational-technical education program is of such size, scope, and quality to bring about improvement in the quality of vocational and technical education programs. (#3, p. 37-38)
7. Describe processes that will be used to independently evaluate and continuously improve performance
8. Describe how—
 - a. each district will review vocational-technical education programs, and identify and adopt strategies to overcome barriers that limit access to or limit success in the programs, for special populations. (#4, p. 38)

District	Activity/Service	Personnel	Funding Source
(if not Carl Perkins III)			

- b. each district will provide programs that are designed to enable the special populations to meet the State adjusted levels of performance

District	Activity/Service	Personnel	Funding Source
(if not Carl Perkins III)			

9. Describe how the district/consortium will assure that individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.

10. Describe how funds will be used in each district to promote preparation for nontraditional training and employment. (#5, p. 39)

<u>District</u>	<u>Activity/Service</u>	<u>Personnel</u>	<u>Funding Source</u>
			(if not Carl Perkins III)

11. Describe how comprehensive professional development for vocational, academic, guidance, and administrative personnel will be provided.

DEFINITIONS – EXPLANATIONS

1. State adjusted levels of performance
Refer to the document “North Dakota Performance Measures and Standards for Secondary and Postsecondary Programs” that was mailed to all eligible recipients with the local plan materials.
2. All aspects of an industry
 - a. The term “all aspects of an industry” means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.
[CP III – Section 3. Definitions]
 - b. specific topics related to that industry include:
 - planning;
 - management;
 - finances;
 - technical and production skills;
 - underlying principles of technology;
 - labor and community issues;
 - health and safety;
 - environmental issues.
[Federal Register, Vol. 57, No. 158, 8/14/92]
3. Size – scope
 - a. Class size

Secondary

Reimbursement will not be provided for any class having six or fewer students enrolled.

This requirement applies as stated to all high schools with total enrollments over 100 in grades 9-12.

In schools with 51-100 students in grades 9-12, enrollment for all reimbursable classes in a vocational program may be averaged. If the average enrollment in the program is six or fewer, the individual classes which do not meet the minimum size will not be funded. If the average of enrollment for all classes is seven or more, all classes will be funded, even those which fall below seven students.

Vocational centers and schools with a total of 50 or fewer students in grades 9-12 are exempt from the class size requirement.

(State Board policy implemented 1984-85)

Postsecondary

Federal or state funds cannot be used in programs that have less than 10 students by the third year of operation.

b. Scope of Program

Secondary

A minimum of two units of credit must be offered and taught annually within each State Board approved vocational program.

(State Board policy implemented 1984-85)

Postsecondary

A program consists of a sequential list of courses that leads to a certificate, diploma, or an associate degree.

4. Special populations – note that the definition has been broadened since the 1990 Act.

a. The term “special populations” means

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including foster children;
- Individuals preparing for nontraditional training and employment;
- Single parents, including single pregnant women;
- Displaced homemakers;
- Individuals with other barriers to educational achievement, including individuals with limited English proficiency.

[CP III – Section 3. Definitions]

b. activities/services provided may include, but are not limited to:

- Individualized Vocational Education Plans (IVEPs)
- Tutorial Services
- Basic Skills
- Guidance Activities
- Modifications to Curriculum, Classroom, and/or Equipment

5. Nontraditional
- a. The term “nontraditional training and employment” means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.
[CP III – Section 3. Definitions]
- b. activities/services provided may include, but are not limited to:
- strengthening current vocational guidance programs to include
 - curriculum in exploration of non-traditional occupations, beginning at the elementary level
 - enhancement of the Improved Career Decision Making (ICDM) program’s non-traditional occupations curriculum to feature examples of successful North Dakotans in non-traditional careers
 - greater use of mentorships and role models to demonstrate the benefits of non-traditional careers
 - information programs for parents providing guidance on non-traditional careers
 - identifying vocational-technical courses that have under-representation of one gender and developing strategies to promote equitable enrollment;
 - identifying math and science courses in which enrollment and/or achievement of female and male students is inequitable and developing strategies for improvement;
 - identifying local barriers to non-traditional enrollment and developing strategies for reducing/removing these barriers;
 - promoting instructor knowledge and use of equitable teaching practices.
 - developing enrollment guidance programs that focus on the benefits of high-skill, high wage careers, and North Dakota projected labor force needs.

III. ACCOUNTABILITY AND EVALUATION

3.01 Procedures in Developing Core Indicators and Performance.

- 1 & 2. The planning process began early enough to allow directors and other leaders an opportunity to secure input from local advisory committees.

The core indicators of performance measures and standards were developed through the following process:

- a. A committee was established made up of members from state staff, local directors at the secondary level and representatives at the postsecondary level.
- b. A search and review of the literature was completed by the committee.
- c. Information and input was obtained from the local directors meeting held on January 20-21, 1999.
- d. The state director and assistant state director attended a regional planning meeting conducted by the U.S. Office of Education in Kansas City on February 4-5, 1999.
- e. An initial document was drafted and reviewed by the committee. It was approved.
- f. The draft was presented to the State Board for Vocational and Technical Education on February 16, 1999, at a board meeting. Input was received from the State Board members and the 25 individuals in attendance. It was approved to be presented at public hearings.
- g. The State Board for Vocational and Technical Education staff conducted public hearings at six locations throughout the state for public comment. Refer to Chapter 1.01 of the State Plan. Public comments were collected in writing.
- h. The committee reviewed the public comments and made responses. Another draft was completed.
- i. The second draft was presented to the State Board for Vocational and Technical Education for final comments.

- j. The draft will be completed based on the comments at the State Board meeting. The final draft will be incorporated into the State Plan.

[Section 113(b)(1)(A), Section 113(b)(2)(D), Section 113(b)(1)(C), Section 122(C)(9)]

3. There will not be any additional indicators of performance identified by the eligible agency. [Section 113(b)(1)(c)]

4. There will not be any additional state levels of performance. [Section 113(b)(1)(c)]

3.02 Identify and describe Core Indicators and Performance Measures

1. A performance measure is the type of outcome that is considered appropriate for monitoring. For example, proficiency in reading, writing and mathematics are measures of academic achievement. An example of a measure of occupational competency is a score on a competency-based test.

A performance standard is the level of performance on a given measure which is expected of students, programs or institutions. For example, 85% of students demonstrate mastery in achieving occupational skills necessary to obtain employment is a standard for determining students readiness to work.

The data collected will provide schools and institutions with the information necessary to enhance their programs and better meet the needs of students. The State Board for Vocational and Technical Education will use the data and information to compare schools, institutions or programs to the level of performance established not to other schools. The focus of the standards and measures is on local program improvement. The main outcome is to better prepare North Dakota students for careers in a global economy and lifelong learning.

The core indicators of performance are as follows:

1. Attainment of academic and vocational and technical proficiencies.
2. Attainment of a secondary degree or GED, or a proficiency credential in conjunction with a secondary diploma, and postsecondary degree or credential.

3. Placement in, retention in, and completion of postsecondary or advanced training, placement in military service or placement or retention in employment.
4. Participation in and completion of programs that lead to nontraditional training and employment.

The core indicators apply to both secondary and postsecondary.
[Section 113(b)(2)(A)(I-iv)]

2. The first program year covered by the state plan will be used to establish baseline data.

STATEMENT: The first year of the 1998 Carl Perkins Act will be used to establish a baseline standard for core indicators.

Core Indicator I: Attainment of challenging state established academic and vocational and technical skill proficiencies. [Section 113(b)(2)(A)(i)].			
Performance Indicator	Secondary		Postsecondary
	Performance Measure	Performance Standard (level)	Performance Measure Performance Standard (level)
Attainment of Academic Proficiencies	Score on the ACT test	70% of vocational students taking the ACT test will attain a score of _____ or higher	Cumulative grade point average will be measured _____% of students enrolled in vocational programs* will achieve a cumulative average of 2.0 or higher
Attainment of Vocational and Technical Proficiencies	Program completers will demonstrate attainment of the occupational competencies/tasks	_____% of the program completers will demonstrate attainment of at least ____% of the occupational competencies/standards	Program completers will demonstrate attainment of at least ____% of the occupational competencies/tasks

*Postsecondary vocational technical education student is one who has enrolled in occupational skills training programs of two years or less in length.

Core Indicator II: Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma or a postsecondary degree or credential. [Section 113(b)(2)(A)(ii)]				
Performance Indicator	Secondary		Postsecondary	
	Performance Measure	Performance Standard (level)	Performance Measure	Performance Standard (level)
School Completion	1. Complete High School	____% of the vocational students that will attain a high school diploma, or its equivalent (GED).	1. Complete the certificate program	____% of vocational students that will attain a certificate, diploma, and/or an associate degree
	2. Complete GED		2. Complete a diploma.	
			3. Complete the associate degree	

Core Indicator III: Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military services, or placement or retention in employment [Section 113(b)(2)(A)(iii)].				
Performance Indicator	Secondary		Postsecondary	
	Performance Measure	Performance Standard (level)	Performance Measure	Performance Standard (level)
Program Completion			Program Completion Rate	____% of students that will complete their program attaining at least ____% of program competencies/tasks*
Placement, retention in Continuing Education or Employment in a Related Field	Follow-up on students, one and three years after students complete a secondary program	____% of secondary completers placed in advanced training, postsecondary, military service and employment in a related field	Follow-up three years after students complete certificate or associate degree	____% of post secondary students entered in advanced training, post secondary, military service and employment in a related field

*The student's program may be modified through an Individual Vocational Education Plan (IVEP)

Core Indicator IV: Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment [Section 113(b)(2)(A)(iv)]				
Performance Indicator	Secondary		Postsecondary	
	Performance Measure	Performance Standard (level)	Performance Measure	Performance Standard (level)
Student enrollment in non-traditional programs	Percentage of enrollment by under-represented gender into programs that lead to non-traditional training and employment	The percentage of under-represented gender secondary students enrolling in vocational programs leading to non-traditional training and employment will increase by ____%	Percentage of enrollment by under-represented gender into programs that lead to non-traditional training and employment	The percentage of under-represented gender postsecondary students enrolling in vocational programs leading to non-traditional training and employment will increase by ____%
Student completion of non-traditional programs	Percentage of completion by under-represented gender of programs that lead to non-traditional training and employment	The percentage of under-represented gender secondary students completing programs leading to non-traditional training and employment will increase by ____%	Percentage of completion by under-represented gender of programs that lead to non-traditional training and employment	The percentage of under-represented gender postsecondary students completing programs leading to non-traditional training and employment will increase by ____%

3. There will not be any additional indicator identified by the eligible agency.
[Section 113(b)(2)(B)]

4. There will not be any additional indicator for state level of performance.
[Section 113(b)(3)(B)]

3.03 The State Board will conduct adequate monitoring of projects, services and activities conducted by eligible recipients to ensure that eligible recipients are meeting all requirements of the law including adequate goals, size, scope and quality requirements. The goals and objectives of the program are listed below.

GOALS & OBJECTIVES

Goal 1: Specify the role of vocational-technical education in the context of North Dakota's total educational structure.

Objective 1: Develop and implement a public information plan designed to inform the various audiences of the expanding need for skilled workers and how those needs can be met by vocational technical programs.

Objective 2: Collaborate with other agencies in securing labor market information to support programming decisions.

Objective 3: Promote the collaboration between secondary and postsecondary programs to provide students with a pathway to a career.

Objective 4: Coordinate the development and implementation of new and ongoing vocational technical education curriculum models designed to meet future workforce needs.

Goal 2: Design the vocational technical education system to assure that it meets the occupational needs of students, meets the workforce needs of employers, and provides opportunities for students to develop skills needed to balance work and family.

Objective 1: Identify resources and build cooperative efforts needed to assure that students are educated and trained using updated equipment and technology that is current with business and industry standards.

Objective 2: Review, revise, and implement policies and procedures that result in more efficient use of available resources.

Objective 3: Promote curriculum integration across all disciplines at secondary, postsecondary and adult levels.

Objective 4: Expand vocational technical opportunities at the middle school, secondary, postsecondary, and adult levels.

Objective 5: Review and revise the reimbursement system to make the most efficient, effective use of the monetary resources.

Objective 6: Eliminate barriers that prevent women, minorities, and special populations from participating fully in all programs.

Objective 7: Expand and develop delivery systems that provide vocational technical education of appropriate quality and duration.

Objective 8: Provide the support, technical assistance, and available resources to assure an adequate supply of qualified vocational technical instructors prepared by the teacher education programs in North Dakota.

Objective 9: Expand and strengthen programs which provide instruction in personal/family development as a component of workplace readiness.

Goal 3: Collaborate and coordinate the providing and promoting of career guidance, vocational counseling, and educational placement programs for all students.

Objective 1: Collaborate with other agencies in implementing career guidance programs that are consistent with the guidance models in all elementary, secondary, and postsecondary schools.

Objective 2: Assist in providing all North Dakota counselors and teachers with the training, curriculum, and information necessary to help students identify career opportunities suited to their strengths and motivations.

Goal 4: Deliver customized training to meet employer needs that actively contributes to North Dakota's economic development.

- Objective 1: Strengthen alliances among the institutions in the North Dakota University System and the secondary vocational technical programs to provide a systems approach to respond to statewide training requests from industry and other agencies.
 - Objective 2: Strengthen training partnerships with business, industry and other agencies to jointly provide training to meet the needs in the state.
 - Objective 3: Strengthen linkages with local, regional and state agencies to provide training for new and existing industries.
- Goal 5: Provide the necessary time, resources, technical assistance, and professional development to assure that instructors and trainers use the latest equipment, methods, and materials.
- Objective 1: Initiate a plan to extend instructor contracts by the number of days required to provide for time to develop, implement and follow up on the latest teaching strategies using current and emerging technology.
 - Objective 2: Design and implement a plan for recertification of teachers that encourages employment in business and industry as part of the requirement.
- Goal 6: Develop policies, procedures, and practices that are designed to enhance relationships with representatives of business, industry, and other stakeholders.
- Objective 1: Promote the school-to-work initiative by expanding opportunities for work-based learning that will prepare students to succeed in the workplace.
 - Objective 2: Work with the public and private sector to ensure that priorities for training are consistent with business and industry's needs and standards.
 - Objective 3: Recognize and promote the value of vocational student organizations in developing the "whole person" while applying learned skills and improving ties to business and industry.

Goal 7: Work with the newly established Workforce Development Council to assure coordination among all the participants in identifying and addressing the workforce development issues.

SIZE

Secondary – Reimbursement will not be provided for any class having six (6) or fewer students enrolled.

This requirement applied as stated to all high schools with total enrollments over 100 in grades 9-12.

In schools with 51-100 students in grades 9-12, enrollment for all reimbursable classes in a vocational program may be averaged. If the average enrollment in the program is six or fewer, the individual classes which do not meet the minimum size will not be funded. If the average of enrollment for all classes is seven or more, all classes will be funded, even those which fall below seven students.

Area vocational and technology centers and schools with a total of 50 or fewer students in grades 9-12 are exempt from the class size requirement.

Postsecondary – Federal or state funds cannot be used in programs that have less than ten (10) students by the third year of operation.

Adult - A minimum of ten (10) students is required for reimbursement.

- a. To receive reimbursement for programs of less than ten students, justification must be provided by the district and approved by the State Board prior to operating the program. Criteria for obtaining this approval is:
 1. Those programs that serve areas of critical need or shortage in an occupation.
 2. Employee upgrading or retraining in areas of high unemployment.
 3. Apprenticeship programs where there is a shortage of qualified workers.

SCOPE

Secondary – Must offer and teach a minimum of two units of credit within each State Board approved vocational program.

Postsecondary – A program constitutes a sequential list of courses that leads to a certificate, diploma or an associate degree.

Adult – A short term program is one that upgrades individuals to secure employment or to improve the skill in their present occupation.

QUALITY

Secondary, Postsecondary and Adult – The quality of a program will be measured through the evaluation system.

1. All recipients will be scheduled for a review and/or evaluation a minimum of one time within a five year period.
2. Each recipient scheduled for a review and/or evaluation will complete the self evaluation process the year before the time scheduled. The State Board will review each self evaluation that year as to the effectiveness of the program in meeting the intent of the law.
3. A minimum of twenty-five percent of those local education agencies scheduled for a review and/or evaluation that year will receive an on-site visit.
 - a. Each recipient will be required to address all recommendations by completing and filing an evaluation "Plan of Action" with the State Board.
 - b. All follow-up activities conducted by State Board staff will be to measure compliance with Core Indicators of Performance and the completed evaluation "Plan of Action".

All recipients of secondary, postsecondary, and adult programs shall use sufficient funds to ensure that the vocational programs and supportive activities for special populations are of such size, scope and quality to bring about measurable improvements in the quality of the vocational education program being offered, as evidenced through monitoring and evaluation.

NON DUPLICATION WITH OTHER EXISTING FEDERAL PROGRAMS

The State Board coordinates its programs to avoid to whatever extent is possible, any duplication with other existing federal programs. This is accomplished by:

- The administrators and state supervisors of the State Board serve on numerous committees for other state and federal agencies and keep them apprised of program offerings in vocational education.
- A list of all vocational technical education programs is sent to various state and federal agencies in order for them to utilize the vocational technical education delivery system for their clients and to avoid duplication of programs.
- Other agencies utilize the secondary and postsecondary delivery system of vocational education to provide programs for their clients.
- The Superintendent of Public Instruction, Chancellor of Higher Education, and the Executive Director of Job Service serve as voting members of the State Board.
- Local vocational directors work with regional Job Service offices to provide coordinated services for students and clients.
- Cooperation with the Bureau of Apprenticeship and Training on programs, projects and services available for the apprentice program.

[Section 122(c)(6)]

3.04 This agency will report progress of students participating in vocational technical education including special populations by:

- Assuring the administration of the test procedures, designed to measure progress of all vocational technical education students including identified special populations, is completed by eligible participants.
- Requiring eligible recipients to report the results to this agency.
- This agency will describe, in our reporting procedure, the progress or lack of progress statistically for vocational technical students including a breakout for special populations.

All reports will require certification of accuracy by the local schools or institutional administration.

[Section 122(c)(12)]

3.05 This agency will assure enrollment and follow-up data reported from eligible recipients (local schools and eligible institutions) are complete, accurate, and reliable, through the following procedures.

- Requiring all eligible recipients to complete enrollment reports mailed to them each year. The enrollment form will identify in an unduplicated count, those numbers of students completing vocational programs that have an occupational intent and will be followed-up.
 - The enrollment form will also identify the number of students enrolled in vocational and technical education who do not have an occupational intent and will not be followed-up.
 - In addition the form will identify special populations and enrollments in nontraditional programs served by vocational and technical education.
- The enrollment information collected will be the basis for follow up procedures. All students identified, as completing vocational and technical education, will be followed-up with the participation of eligible participants.
- As the above information is received by this agency from the eligible recipients, appropriate agency staff personnel will review it and verify the information's accuracy.
- Local and state administrators will certify the accuracy of all information.
- Results of this information collection will be reported where appropriate as identified by the 1998 Perkins Act.

[Section 122(c)(20)]

3.06 Agencies involved in Workforce Development have appointed representatives to serve on the management team of the State Occupational Information Coordinating Committee. Member agencies include Economic Development and Finance, Workforce Development Council, Job Service North Dakota, North Dakota Department of Labor, State Board for Vocational and Technical Education, Department of Public Instruction, Office of Vocational Rehabilitation, and the North Dakota University System.

Agencies involved on the management team for the State Occupational Information Coordinating Committee have also formed an organization entitled

FINDET (Follow-up Information on North Dakota Education and Training) that is a joint effort designed to collect common data and design a common reporting process.

The Department of Public Instruction and the State Board for Vocational and Technical Education are currently working on a procedure to share the responsibility of establishing a common data collection system. A feasibility study has been conducted and pilot projects have been identified.

[Section 122(c)(21)]

IV. SPECIAL POPULATIONS AND OTHER GROUPS

INTRODUCTION

The North Dakota State Board for Vocational and Technical Education supports the intent of the Carl Perkins Act of 1998 through its Vocational Special Needs Program. This program provides financial and technical assistance to local education agencies and postsecondary education institutions in planning, implementing, and evaluating programs for special needs students, who because of their disadvantage or disabling conditions cannot succeed in regular vocational programs. The program reflects the philosophy that local education agencies and postsecondary institutions develop programs to provide a continuum of vocational technical education opportunities for all students. The State Board acknowledges the expanded definition for special populations.

DEFINITION

The definition of "special populations" includes individuals with disabilities, economically disadvantaged individuals (including foster children), individuals preparing for nontraditional employment, single parents (including single pregnant women), displaced homemakers, and individuals with other barriers to educational achievement, including individuals with limited English proficiency.

[Section 3(23)(1)]

- 4.01 The Supervisor for Special Populations at the state level will provide technical assistance to secondary and postsecondary educational agencies to identify and implement effective strategies and services that promote meeting and exceeding performance measures for the core indicators.

The local application will describe how Local Education Agencies will be accountable for special populations in meeting the performance measures in the core indicators.

The program strategies for special populations are as follows:

1. Flexibility in programming and services delivery.
2. Making accommodations to meet student needs.
3. Integration of programs and resources within the local education agency or postsecondary educational institutions to provide coordinated services.

4. A learning environment that acknowledges the importance of vocational technical education for all individuals who want and can benefit from it, regardless of their ethnic, racial or cultural background, sex or disabling conditions.
5. Incorporate and develop workplace readiness and social skills.
6. Promote client self-advocacy.
7. Exposure of students to experiences that contribute to informed and meaningful career choices, specifically in nontraditional careers.
8. Develop basic skill programs to help students succeed in vocational technical programs.
9. Consideration of employment needs and opportunities of the community, region, and or state.
10. On-going monitoring and evaluation activities to ensure an appropriate and quality program and service to members of special populations.
11. Promote the use of qualified personnel, appropriate materials, equipment and facilities to accommodate individual student needs.
12. Equal access to quality vocational technical education programs for all secondary, postsecondary, and adult students, including members of special populations.

[Section 122(c)(17)]

- 4.02 The State Board assures individuals who are members of special populations will be provided with equal access to recruitment, enrollment and placement activities.

The State Board assures individuals who are members of special populations, will be provided with equal access to the full range of vocational technical education programs available to individuals who are not members of special populations, including occupational specific courses of study, cooperative education, apprenticeship programs, and, to the extent practicable, comprehensive career guidance and counseling services and will not be discriminated against on the basis of their status as members of special populations.

The State Board assures vocational technical education programs and activities for individuals with disabilities will be provided in the least restrictive

environment in accordance with IDEA and will, if appropriate, be included as a component of the individualized education program.

The State Board assures students with disabilities who have individualized education programs developed under IDEA, with respect to vocational education programs, will be afforded the rights and protections guaranteed those students under the Act.

The State Board assures students with disabilities who do not have individualized education programs developed under IDEA or who are not eligible to have such a program, with respect to vocational education programs, will be afforded the rights and protections guaranteed those students under section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and, for the purpose of the State Vocational and Applied Technology Education Programs, those rights and protections will include making vocational education programs readily accessible to eligible individuals with disabilities.

The State Board will review and monitor the enrollment and non-discrimination policies. Local Education Agencies will publish non-discrimination policies for distribution to teachers, students, and parents.

[Section 122(c)(8)(A)]

- 4.03 The State Board assures that individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations.

Students with disabilities enrolled in vocational technical education programs shall be afforded all the rights and protections guaranteed under the Individualized Education Disabilities Act, Section 504 of the Rehabilitation Act, and the American with Disabilities Act (ADA). Vocational programs should be provided in the least restrictive environment.

Vocational education programs, services, and activities for disadvantaged students and students of limited English proficiency should be provided in the most integrated environment as possible. A full range of supplementary services should be made available to facilitate success of disadvantaged students in regular vocational education programs, including:

- Curriculum modification
- Special support personnel and services
- Special instructional aids, devices and child care
- Support for English language instruction.

[Section 122(c)(8)(B)]

- 4.04 The State Board will develop measurable goals and accountability measures for meeting the needs of individuals who are members of special populations.

The State Board will develop programs to help special needs students to meet or exceed state level of performance. Two categories of services include:

1. vocational instructional services
 - vocational/prevocational classes
 - vocational skills classes
 - employability development classes
 - cooperative education
 - basic skills classes
2. vocational support services
 - direct support services, such as tutoring, interpreting, job placement, and work study for economically disadvantaged.
 - assessment/planning activities, including student identification, vocational assessment, vocational counseling, and development of individualized vocational education plans
 - resource activities to aid personnel

The first category, vocational instructional services is distinguished by separate class placement for students. The characteristics and needs of each special needs student will determine if a separate class placement is appropriate. The extent to which curriculum, materials, equipment, facilities, and/or instructional methods must be modified should be considered. The concept of least restrictive environment must be a primary factor in such a decision.

[Section 122(c)(8)(C)]

- 4.05 North Dakota operates many student recovery programs. Historically, our state has a very low high school dropout rate, however, we clearly understand the student ramifications in the labor market for each high school dropout.

Students in need of alternative education are dealt with in a number of ways. Of course, the most immediate attempt is at the local level with the intervention of Special Needs programs. All vocational technical education programs at the secondary and postsecondary level have the ability to offer modified curriculum opportunities that will best meet the needs of this at risk population. An example

of this would be the SAC (Success an Alternative Curriculum) program offered at the Southeast Area Vocational and Technology Center.

In the last several years, an expansion of Alternative High Schools has taken place in the state. Vocational technical education has encouraged this expansion and the inclusion of vocational technical education opportunities within these Alternative High School sites. Alternative high schools are established in the following population centers:

South Central Alternative High School
222 W. Bowen Ave
Bismarck ND 58504-5595

Woodrow Wilson Alternative High School
315 N University Dr
Fargo ND 58102-4337

Community Alternative High School
500 Stanford Road STE B
Grand Forks ND 58203-2799

Second Chance School
James Valley Area Vocational & Technology Center
910 12th Ave NE
Jamestown ND 58401-6513

Souris River Campus Alternative High School
1510 University Ave W
Minot ND 58703-1906

Valley City Area Alternative High School
801 Valley Avenue
Valley City ND 58072

Devils Lake Alternative Program
North College Drive
Devils Lake ND 58031

The Quentin Burdick Job Corp Center provides another opportunity for at risk students to earn a high school diploma and receive vocational technical education skills in nine different areas. Two hundred and fifty students take advantage of this opportunity on an open entry, open exit basis. A unique component of this program is the Solo Parent Program. This program allows single parents to live on campus with their children, attend their educational

program with daycare and support programs provided for their children. The following vocational technical education programs are available at the Burdick Job Corp Center: Carpentry, Welding, Business, Clerical/Data Entry/Medical Records, Building and Apartment Maintenance, Culinary Arts, Health Occupations, Auto Mechanics/Farm Diesel Repair, Retail Sales/Auto Parts, and Advanced Career Training.

There are also twenty-six Adult Learning sites located throughout the state. These sites are mainly GED preparation sites. Career and educational planning are important components of these sites. These sites also have the ability to serve the needs of 16-21 year old high school dropouts in the preparation of their GED.

[Section 122(c)(13)]

- 4.06 Funds will be used to promote preparation for nontraditional training and employment in the following ways:

According to the North Dakota Job Service document, *North Dakota Employment Projections 2006*, the 20 fastest growing occupations in the state consist primarily of technology and health services occupations. Among these are computer scientists, computer support specialists, database administrators, systems analysts, respiratory therapists, and physical and corrective therapy assistants. According to the report, just 18% of all occupations in North Dakota require a bachelor's degree or higher. This is not expected to change over the next ten years. Consequently, it is vocational-technical education that will equip individuals with the skills required to enter North Dakota's fastest growing occupations.

It is incumbent upon the North Dakota State Board for Vocational and Technical Education to ensure equitable access to programs leading to the development of skills required in these fast-growing occupations, and other high-skill high-wage jobs.

To ensure that Perkins funds are used to promote preparation for non-traditional training and employment, the State Board for Vocational and Technical education proposes the following:

1. Assessment of current vocational guidance practices to ensure access to quality services for all students, including information on non-traditional careers.
2. Strengthening vocational guidance programs to include:

- a. Curriculum in exploration of non-traditional occupations beginning at the elementary level through college
 - b. Enhancement of the Improved Career Decision Making program's non-traditional occupations curriculum to include examples of North Dakotans achieving success in non-traditional careers
 - c. The use of mentorships, role models, career education seminars for parents, and other intensive, innovative guidance efforts to demonstrate the benefits of high wage, high skill non-traditional careers
- 3. Requiring Perkins funds recipients to examine enrollment levels in vocational programs leading to high wage, non-traditional careers; to identify, within this group, any courses that have not achieved a minimum non-traditional enrollment of 26%, and to describe strategies to be implemented to promote awareness of and enrollment into such courses.
 - 4. Requiring Perkins funds recipients to examine enrollment and achievement levels in math and science courses, identifying any gender based inequities, and to establish strategies for improvement as needed to achieve equity.
 - 5. Providing technical assistance to recipients yearly at the All Services Conference, and on-demand, with regard to removing barriers to equitable enrollment into non-traditional programs.
 - 6. Providing technical assistance to counselor education programs, fostering knowledge of non-traditional careers as an essential element of successful vocational guidance.
 - 7. Implementing instruction in North Dakota's *Teaching with Technology Initiative* to promote an understanding of equitable teaching practices using technology.

[Section 122(c)(17)]

- 4.07 The state leadership funds (under Title I) includes up to one percent of funds for state correctional facilities. This money is contracted to the North Dakota Department of Corrections and Rehabilitation. This department operates programs at the State Penitentiary, Missouri River Correctional Center, James River Correctional Center, and North Dakota Youth Correctional Center.

The North Dakota State Penitentiary exists in direct compliance with North Dakota Century Code statute 12-47-01 which mandates, "The Penitentiary located at the city of Bismarck in the county of Burleigh shall be the general penitentiary and prison of this state for the punishment and reformation of offenders against the laws of this state in which all offenders who are sentenced to imprisonment therein shall be confined securely and employed and governed in the manner provided by law."

The Missouri River Correctional Center, which is also under the administration of the Penitentiary, is provided for by statute 12-51-01 which mandates, "There is established a correctional institution for male and female violators of the law, to be known as the Missouri River Correctional Center."

The James River Correctional Center, which is also under the administration of the Penitentiary, is provided for by statute 12-51-01 which mandates, "There is established a correctional institution for male and female violators of the law, to be known as the James River Correctional Center."

MAJOR GOALS AND OBJECTIVES OF THE INSTITUTION

The goals of the North Dakota State Penitentiary and Missouri River Correctional Center are to maintain a safe, healthy environment in which an inmate may apply himself to the task of rehabilitation. This is accomplished by maintaining proper custody, work programs, academic and vocational education, and treatment programs which affect a change in the inmate's behavior.

PROGRAMS AND OPERATIONS DESIGNED TO MEET THESE GOALS

In order to meet the needs of the inmate population, prison services are divided into several areas of operations:

1. Business Administration is responsible for the institution's biennial budget, expenditure control, personnel functions, inmate commissary, and inmate accounts.
2. Plant Services provides needs services for all buildings, utilities, and grounds maintenance.
3. Classification and Education Department is responsible for classifying inmates into proper security levels, job assignments, developing and monitoring education programs, and unit management.

4. Rough Rider Industries provides work programs for inmates and develops skills to satisfy requirements of modern industries and agricultural operations.
5. Security is responsible for the safety and security of the inmate population and staff.
6. Programs Department is responsible for development of personal growth and rehabilitation programs for inmates, medical care, psychological and psychiatric services, religious programming, and treatment programs.
7. Administrative Services provides clerical support to the professional staff and also controls all functions of inmate records management.

The federal incarcerated funds are used to provide financial support to two vocational programs in the North Dakota Corrections System. The following programs are supported with incarcerated funds:

1. Auto Mechanics – Missouri River Corrections Facility
 2. Technology Education – North Dakota Youth Correctional Center*
- *A correctional facility for juvenile offenders at the secondary level.

Priority for these programs will be given to:

1. Offenders who are completing their sentence and preparing for release.
2. Women who are incarcerated.
3. Equipment needed for these programs.
4. Services for offenders before and after release.

[Section 122(a)(2)(A)]

[Section 122(c)(18)]

V. TECH PREP

- 5.01 Tech-Prep is an educational system designed to ensure that students are well prepared for further education, as well as being prepared for careers, not just entry-level jobs. It consists of a cohesive, nonduplicative sequence of integrated academic and vocational-technical coursework, including appropriate worksite learning, starting at least two years before graduation from high school and continuing through two years or more of postsecondary education. It leads to an associate or baccalaureate degree, certificate, or apprenticeship in at least one of the following: engineering technology, applied science, mechanical, industrial, or practical art or trade, agriculture, health occupations, business, or applied economics.

[Section 204(a)(1) and Section 204(c)(1-2)]

Tech-Prep grants in North Dakota are awarded through an annual competitive process to move from a planning and demonstration program to an on-going effort, with emphasis on program expansion and improvement.

[Section 204(a)(1)]

Tech-Prep is designed to give students focus and relevancy by linking secondary and postsecondary programs. In North Dakota that linkage includes a formal agreement among secondary and postsecondary institutions.

[Section 204(c)(2)]

Fundamental principles of Tech-Prep include:

- Competence in mathematics, science, reading, writing, communications, economics, and workplace skills are inextricably linked.
- Coursework is designed to help students see connection between what they learn in school and their future work lives.
- All students should leave school ready for future learning and work.

- 5.02 To maximize opportunities for students and to ease their transition from high school to postsecondary education, the state has formed one statewide consortium with interested colleges and high schools. Because many technical programs are available in only one college in the state, each high school (or consortium of high schools) can then elect to work with individual colleges, or with labor organizations or businesses to provide curriculum alignment, as well as articulation or concurrent enrollment opportunities based on the programs of studies needed by students.

[Section 204(c)(1-2)]

- 5.03 A Tech-Prep coordinator named in each funded project will organize a local/regional advisory committee including business, industry, institutions of higher education, and labor organizations. This group will advise the local coordinator on matters of curriculum, technical assistance, concurrent enrollment/articulation, effective employment placement activities or the transfer of students into baccalaureate degree programs, distance learning and educational technology issues, and other appropriate concerns.

Cooperation and collaboration between cooperative schools is encouraged. The local project coordinator will be a member of a statewide network of local Tech-Prep coordinators who will assist each other and the statewide project in implementation of effective Tech-Prep programs.

Each funded Tech-Prep project agrees that:

1. Currently available local and state curriculum frameworks and national academic standards will be reviewed and adopted, where appropriate, in all Tech-Prep curriculum efforts. Other applicable frameworks and standards may be adopted as they become available.
2. Articulation and dual credit, as provided under current state policy and law, will be focal points in providing seamless transition opportunities to students in each Tech-Prep project.
3. Students will be placed, as appropriate, in worksite learning situations with a training plan and agreement for each student. Tech Prep projects are encouraged to use services and information from North Dakota Job Service wherever appropriate.
4. All partners in the Tech-Prep project will include, where appropriate, the use of educational technology and distance learning especially in the development of appropriate curricula, delivery of curricula, and training of instructors.

[Section 204(c)(3)(A-D)]

- 5.04 Professional development for educators will be provided which is designed to jointly train academic and vocational-technical teachers, postsecondary as well as secondary, to implement Tech-Prep programs effectively. Special focuses of professional development efforts will be (1) on the improvement of teaching, using contextual and applied curriculum and instructional methods, and (2) on training in the use and application of technology, and (3) in participation in out-of-school experiences, such as externships. Professional development in Tech-Prep is designed to ensure that teachers and administrators stay current with the needs, expectations, and methods of business and all aspects of an industry.

[Section 204(c)(4)(A-E)]

- 5.05 Local and statewide training activities for counselors will be designed to enable counselors to more effectively provide career development assistance to students regarding Tech-Prep programs of study. Local and statewide opportunities will be available to counselors to help them stay current with the needs, expectations, and methods of business and all aspects of industry. Special focuses of professional development for counselors will include (1) making information available from a variety of sources on employment opportunities and needs within the state and across the nation (Tech Prep projects are encouraged to use services and information from North Dakota Job Service wherever appropriate.), (2) providing opportunities for out-of-school experiences, such as externships, (3) training in effective instructional strategies, including worksite learning, and (4) training in the use and application of technology.
[Section 204(c)(4)(A-E)]
- 5.06 Tech-Prep projects will provide equal access to the full range of Tech-Prep programs to individuals who are members of special populations. All Tech-Prep sites will respond to special needs requirements through the regular processes outlined in Perkins III. The ND Department of Public Instruction is currently expanding standards in core curriculum areas to address needs of special populations. All Tech-Prep projects will use these standards to address those needs.
[Section 204(c)(6)]
- 5.07 Funded Tech-Prep projects will provide services to assist all participants in the program with career decision-making, career curriculum choices, and career program completion. A Tech-Prep career development component includes activities which will help students make career selections based on interest, aptitude, achievement, and labor market survey information. Students—together with their parents or guardians—are assisted in selecting first, a broad occupational category; then, eventually, in late high school, narrowing their selection to a more specific occupation. Every effort is made through this process to assure that the student is enrolled in appropriate coursework for the occupational interest chosen.
[Section 204(c)(7)]
- 5.08 On the advice of the statewide Tech-Prep Coordinating Council, grants will be awarded competitively as determined by a team of readers selected by the Tech-Prep project administrator. Criteria for proposal selection are included in the request for proposals. Any North Dakota public school district, consortium of schools, secondary vocational consortium, area vocational and technology center, secondary school funded by the Bureau of Indian Affairs, or nonprofit institutions of higher education that offer a 2-year associate degree or certificate program that meet criteria of the Higher Education Act of 1965, is eligible to apply for a Tech-

Prep grant. A consortium may include one or more institutions of higher education that award a baccalaureate degree and employer or labor organizations.
[Section 204(a)(1)]

Shortly after the annual issuance of the request for proposals, the project administrator will hold a meeting for those interested in applying for a Tech-Prep grant to review funding opportunities and requirements. This meeting will also provide feedback to the State Board on the request for proposals document and the process used to obtain grants.

Applications must include a signed letter from each school or organization within a consortium assuring that the institution agrees to participate in the activities outlined in the proposal.

Applications will be submitted to the North Dakota State Board for Vocational and Technical Education. The application will include measurable activities to be implemented, which address the goals outlined in the program standards developed by a statewide committee of Tech-Prep practitioners. An itemized budget must also be included.
[Section 204(a)(1)]

5.09 In ranking applications, the readers will give special consideration to applications that:

1. provide for effective employment placement activities or the transfer of students to baccalaureate degree programs;
2. are developed in consultation with business, industry, institutions of higher education, and labor organizations;
3. address effectively issues of school dropout prevention and reentry and the needs of special populations;
4. Provide education and training in areas or skills in which there are significant workforce shortages, including the information technology industry; and
5. demonstrate how Tech-Prep programs will help students meet high academic and employability competencies.

[Section 205(d)(1-5)]

5.10 To assure rural to urban equity, at least half of the schools awarded grants under North Dakota's Tech-Prep allotment will be rural schools.
[Section 205(e)]

5.11 Indicators of a quality Tech-Prep program are provided in the request for proposals to guide projects as they prepare their applications. Grants awarded funding will be evaluated using the program standards developed by a statewide committee of Tech-Prep practitioners. The standard encompasses all of the quality indicators.
[Section 114(c)(3)(B)(1)(v)(I)]

5.12 Each application includes measurable activities. The state Tech-Prep administrator will use the program standards developed by Tech-Prep practitioners in reviewing the self-report issued by the local project at the end of the fiscal year as well as through on-site visits throughout the year. Projects will report both quantitative and qualitative data.

In addition, FINDET (Follow-up Information on North Dakota Education and Training) is available to projects to produce certain kinds of enrollment and employment reports. FINDET is funded by a variety of state agencies to produce aggregate information on the benefits of various programs administered by the agencies. It can link information in partner agency databases to produce requested reports.

The state program administrator will provide reports as requested by the U. S. Office of Education.
[Section 206]

5.13 A copy of the request for proposals, including a rating sheet has been included at the end of the chapter.

5.14 Because North Dakota uses a competitive grant process, the list of funded projects and the amount of grant awards changes each year.

5.15 Changes in Perkins III

- will allow the ND Tech-Prep project to extend the model beyond grades 11 to 14, further lengthening a seamless career path by including certain baccalaureate degree programs;
- will encourage a very rural state to actively pursue cutting-edge systems in the delivery of technical and advanced academic coursework through distance learning;
- will advance distance learning technology as a potential solution to fostering successful Tech-Prep projects in a state where colleges may be geographically far removed from certain high schools;

- will strengthen efforts to impact the ways teachers teach and the ways students learn through the renewed emphasis on professional development for educators; and
- will provide impetus to work with teacher education programs to systematize many of the activities of Tech-Prep into the curriculum offered preservice teachers and to extend those same opportunities to teachers in graduate and advanced degree programs

5.16 Currently, the North Dakota University System (NDUS) governs all public colleges in the state. There are six 4-year and five 2-year public colleges. Using the current system of common course numbering, which is especially applicable to core courses or general education requirements, we will step up efforts to align technical or major content areas and develop seamless 6-year curriculum strands within each of the Tech-Prep clusters. This will allow students wishing to transition from an associate degree program into a baccalaureate degree program to do so with little difficulty. The four 2-year tribal colleges, one 4-year tribal college, and two 4-year private colleges in the state may opt to be part of those efforts also.

Four of the five two-year colleges in North Dakota have been assigned the pivotal role in the statewide Workforce 2000 implementation. This should be supportive of the Tech-Prep model as these colleges will work with both school districts and with 4-year colleges to deliver the best workforce training available.

North Dakota has begun to establish career/industry-focused academies for high school students during the summer. These academies are driven and heavily supported by industries where worker recruitment issues are critical. Business is actively involved in and includes every aspect of the academies from designing the curriculum to donating worker time in the classroom and in the business organization to donating equipment and supplies to publicizing and supporting the academies in business arenas. One of the present academies is held in the Skills and Technology Training Center, a facility jointly operated by North Dakota State College of Science (a two-year college) and North Dakota State University (a four-year institution). The other current major academy has included Dickinson State University in every aspect of its development.

5.17 The state Tech-Prep project will sponsor an annual Partnerships in Teaching and Learning Conference, a 2-day inservice to which all Tech-Prep grantees send a team. Each team is encouraged to share its "best practices" at the conference. The state project will also lead a variety of curriculum projects related in career development, technical, and academic areas. The emphasis will be on providing web-based curriculum in an effort to keep content current and affordable for schools. A Tech-Prep home page is maintained to provide up-to-date information, especially to local sites across the state.

REQUEST FOR PROPOSALS

GUIDELINES FOR IMPLEMENTATION

Title II: Tech Prep

Carl D. Perkins Vocational and Applied Technology Act
(Perkins III)

School Term 1999-2000

**STATE BOARD FOR VOCATIONAL AND TECHNICAL EDUCATION
600 East Boulevard Avenue 15th Floor
Bismarck ND 58505-0610**

Mel Olson
STATE DIRECTOR AND EXECUTIVE OFFICER

TECH PREP

GUIDELINES FOR GRANT APPLICATIONS

DESCRIPTION:	<p>Tech Prep grants will be awarded competitively as determined by a team of readers selected by the Tech Prep project administrator. Criteria for proposal selection are included under application procedures below. These grant moneys are for a one-year grant to develop and operate a 4- or 6-year (grades 11 to 14 or 16) tech-prep education program. Six categories have been identified as key components of <i>ideal</i> Tech Prep projects. The application form and reviewers' rating sheet has been included on page 26 to provide information regarding how the team of reviewers will assess each proposal.</p>
ELIGIBLE RECIPIENTS:	<p>Any North Dakota public school district, consortium of schools, secondary vocational consortium, area vocational and technology center, secondary school funded by the Bureau of Indian Affairs, or nonprofit institutions of higher education that offer a 2-year associate degree or certificate program that meet criteria of the Higher Education Act of 1965, is eligible to apply. A consortium may include one or more institutions of higher education that award a baccalaureate degree and employer or labor organizations.</p> <p><u>New project applications:</u> A maximum of six \$2500 grants will be available for planning new Tech Prep projects. Sites reapplying after an absence of a year or more may also apply for one of these grants.</p> <p><u>Experienced project applications:</u> This category is intended for any project which is prepared to implement its plan with students, parents, teachers, and their communities. There is no limit set for applications from existing Tech Prep projects.</p>
APPLICATION PROCEDURES:	<p>Applicants must complete the top portion of the Funding Application Cover Sheet (SFN 15274) used by the North Dakota State Board for Vocational and Technical Education. To make the applications more uniform and to assist the grant readers, application procedures are described below.</p> <p>Applications must include a signature from each school or college involved assuring that the institution agrees to participate in the activities outlined in the proposal. The application must also identify the person responsible for managing the project for which the grant is sought.</p> <p>In addition, each successful application will include a budget narrative and detail identifying the fiscal agency and officer as well as appropriate reasonable costs.</p> <p>What would an IDEAL Tech Prep project look like?</p> <p><i>Career Development: A Tech Prep career development component includes activities which will help students make career selections based on interest, aptitude, achievement, and labor market survey information. Students – together with their parents or guardians – are assisted in selecting first, a broad occupational category; then, eventually, in late high school, narrowing their selection to a more specific</i></p>

**Con't
APPLICATION
PROCEDURES:**

occupation. Every effort is made through this process to assure that the student is enrolled in appropriate coursework for the occupational interest chosen.

Curriculum: A Tech Prep curriculum emphasizes enhanced skills that span at least the last two years of high school and the first two years of college leading to an associate degree, an apprenticeship, or placement in employment. It is a challenging curriculum that sets high goals for student learning. It demonstrates curricular restructuring beyond simple articulation and advanced placement processes. It supports concurrent enrollment of secondary students in postsecondary courses. It links secondary schools and 2-year postsecondary institutions, and if possible 4-year institutions of higher education, through nonduplicative sequences of courses in career fields. It is aligned with other goals, missions, competencies, etc., set by the school/consortium. It is infused with applied and integrated learning activities. It provides for professional development of educators to implement the curriculum, including development of distance learning curriculum, where appropriate, and the skills to teach effectively. It incorporates SCANS competencies and appropriate state and national standards.

Institutional Commitment: To be successful, Tech Prep requires the support of more than one person or a few interested persons. Examples of institutional commitment include evidence of substantive fiscal support, provision of a coordinator, time allowed for professional development activities, time allowed for special career development activities with students, evidence of special curricular efforts, registration procedures which include Tech Prep career development activities, innovative programs and activities, etc.

Partnerships: A Tech Prep partnership involves key stakeholders in meaningful linkages for mutual benefit. Key stakeholders include academic and vocational educators (both secondary and postsecondary); business, government, and labor; parents; and community. It shows connections between other change efforts in schools and communities.

Marketing and Communications: A Tech Prep project provides timely and appropriate information on project activities to parents, employers, other students, and all interested stakeholders, particularly in the local area or region.

Evaluation: An effective Tech Prep project identifies the measures by which it will determine its success *BEFORE* it begins each activity. Tech Prep encourages innovation, which is well thought out. Sustained, documented effectiveness provides a road map from which a project can learn and can teach others. A Tech Prep evaluation includes a variety of evaluators/evaluations from its key stakeholders.

**ALLOCATION
AND
DISTRIBUTION:**

The number of projects funded will depend upon the quality and number of proposals received. While there is no monetary limit set for applications from existing Tech Prep projects, it may be helpful if applicants are aware of the following information from fiscal year July 1, 1998, through June 30, 1999:

- * Number of applications received = 16
- * Total grant dollars requested = \$442,156
- * Range of dollars granted = \$10,000 - \$48,000
- * Average grant awarded = \$19,381

USE OF FUNDS:

Suggestions for appropriate uses of funds include, but are not limited to, the following:

Career Development: A comprehensive career development program for ALL students is critical to the success of Tech Prep. Career development may be funded for Tech Prep-related activities beginning in Grade 9. Career development is

- ❖ providing information about careers;
- ❖ cultivating positive attitudes toward work;
- ❖ developing broad perceptions about career options;
- ❖ developing portfolios showing career choices and identifying competencies; and
- ❖ providing various exploratory activities that allow students to make informed decisions regarding life employment.

Counselor in-service and career counseling program improvement directly tied to the local Tech Prep effort may be approved for funding. Except for such preparatory services, the moneys funding this grant must be used to implement Tech Prep concepts and practices in grades 11 through 16.

Core Curriculum: For purposes of career exploration and curriculum integration, North Dakota has adopted five programs of study – Arts and Humanities, Business Technologies, Engineering and Industrial Technologies, Health and Human Services, and Natural Resources. Schools must identify which cluster(s) will be the focus of their integration and articulation efforts. Activities in this section include:

- ❖ faculty in-service for instructors leading to direct application in the classroom, including the use of educational technology and distance learning;
- ❖ review and refinement of the Tech Prep courses of study making sequential coursework available to students at the secondary and postsecondary levels;
- ❖ curriculum development which fosters integration across the curriculum between vocational and academic faculty;
- ❖ efforts to include integration of Tech Prep concepts into local school improvement efforts;
- ❖ activities that ease the transition from high school to postsecondary education to avoid delays or duplication of learning;
- ❖ adoption and implementation of dual credit opportunities for students.

Since the goal of the funding is to aid Tech Prep implementation efforts, limited in-state travel MAY BE approved under this grant. All Tech Prep projects will send a team to the annual Partnerships in Teaching and Learning Conference. If such travel is funded, some activity (report, in-service, etc.) must result to the local from the person(s) attending. No out-of-state travel will be funded under the grant.

Staff Development: A key component to the success of the Tech Prep programs of study is relevant staff development for those responsible for program development, implementation, and instruction. The integration of academic and occupational education to produce effective inter-disciplinary education presents challenges for educators. Long-established boundaries must be dissolved and new models must be created.

**Can't
USE OF FUNDS:**

Educators—classroom teachers, counselors, and administrators—must also stay current with the needs, expectations, and methods of business.

Suggested activities include, but are not limited to:

- ❖ working with a broad-based advisory committee on curriculum or worksite learning issues,
- ❖ completion of an externship,
- ❖ serving on a business and/or community committee.

A restructuring effort such as Tech Prep provides information, encouragement, and support and support for all staff members affected by the transition. The annual Partnerships in Teaching and Learning Conference is a major inservice opportunity to which all Tech Prep projects will send a team. All teams are encouraged to present their project's "best practices" at conferences, but especially at the Partnerships in Teaching and Learning Conference.

Work-based learning: Working jointly with local, regional, and state business and industry, institutions will develop school-connected work experiences. These experiences may include a range of work experiences such as shadowing, mentoring, cooperative education, internship, externship (for educators), or apprenticeship opportunities depending on the level of student preparation and interest and on the availability of such positions. These work experiences must not support options currently available.

Textbooks, Instructional Aids and Equipment: Because of the issue of supplanting, textbooks and instructional aids will be given a low priority in the granting process. No equipment may be purchased with these funds. No student meals or consumable classroom supplies will be funded.

Salaries: Partial funding for a consortium Tech Prep coordinator MAY BE approved. Need for a coordinator must be justified and a job description provided. Maximum salary paid under the grant cannot exceed the equivalent of two periods a day for the coordinator.

**FOLLOW-UP
AND
EVALUATION:**

Grant recipients will submit a report by June 30, 1999, assessing progress toward reaching their objectives and performing the activities stated in the grant application. The assessment report must also identify populations served, provide budget expenditure, and give future directions the grantee may choose to pursue based upon completion of the activities for which the grant was made.

**LENGTH OF
PROJECT:**

The activity/project proposed must be completed between July 1, 1999, and June 30, 2000.

TIMELINES:

One copy of the proposal for Tech Prep funding must be postmarked or received at the State Board for Vocational and Technical Education by March 1, 1999.

**REVIEW
PROCEDURES:**

Proposals will be reviewed and ranked by a team of readers who are knowledgeable about the goals of Tech Prep in North Dakota and with Federal Perkins legislation. The application form and rating sheet used are on page 26. Each Tech Prep program should consider the following indicators of a quality Tech Prep system when writing a proposal:

CON'T
REVIEW
PROCEDURES:

Student Opportunities

1. Students are enrolled in a seamless program beginning at least by grade 11. The seamless program incorporates broad career clusters and rigorous academics.
2. Students have a plan of study (i.e., occupational specialty/interest area) which includes sustained academic and career counseling.
3. Students have the opportunity to be placed in employment situations that match their program of study (i.e., student recruitment and placement services).
4. All students are afforded the opportunity to participate in Tech Prep.
5. All students are involved in high intensity workplace learning experiences outside of the classroom/lab.
6. Tech Prep students entering higher education, enter remediation free.

Articulation

1. The program shows collaborative involvement with secondary, postsecondary and business representatives.
2. Articulation is inclusive to academic and vocational courses.
3. Articulated competencies/skills are enhanced, not necessarily time shortened.
4. Articulated agreements are seamless between secondary and postsecondary institutions.

Curriculum, instruction, and assessment

1. Curriculum contributing to the Tech Prep system is developed and evaluated by educators, business, industry and labor, counselors, students and parents.
2. Local, state, and national academic and technical/occupational standards define the curriculum.
3. The curriculum incorporates career clusters and plans of study, which embrace rigorous academic and technical competencies.
4. The curriculum integrates contextual and performance-based learning and assessment (e.g., portfolios).
5. Training in instructional delivery is provided to ensure that students meet high academic and employability standards.
6. All aspects of the industry are embedded into the curriculum.
7. Educational technology and distance learning are encouraged, as appropriate, in the development and operation of programs.

Professional development

1. Vocational and academic instructors/faculty involved with Tech Prep work in teams with supporting planning time. Counselors and administrators are also involved with Tech Prep teams.
2. Instructor/faculty externships with business, industry and education are established and maintained. Externships should include guidance personnel and administration. Business representatives should have the opportunity to intern within the classroom/lab portion of the Tech Prep system.
3. Instructor/faculty professional development plans are aligned with goals and objectives of the Tech Prep system.

System

1. The Tech Prep system has identified benchmarks/objectives and definitions. These elements are developed, advanced, and evaluated by a functioning governance/advisory committee/council.

2. The Tech Prep system is evaluated in relation to those objectives on an annual basis. Evaluation of the system includes the collection of qualitative and quantitative information and data (e.g., completion rates, placement information, articulation data, student, parent, business, and community satisfaction).
3. Mechanisms are in place to ensure the institutional sustainability of the system.

**FOR MORE
INFORMATION
CONTACT:**

Anita Decker
Tech Prep Administrator
ND State Board for Vocational and Technical Education
Telephone: (701) 328-3159

TECH PREP APPLICATION FORM AND RATING SHEET – FY2000

Name of School/College/Consortium _____

Total Points: _____

Writers: Please duplicate this page completing the left-hand column for each activity proposed. For ease in word processing, you may prepare your own form similar to this one. If so, please clearly identify the sections (A through D below) for the benefit of the reviewers. **Reviewers:** For each section below, please indicate by number in the right-hand column your best judgement of the degree to which this activity meets the criteria described as "ideal" in the guidelines for grant applications.

<p>A. Please describe the proposed activity, explaining the need for it. (If this is a continuing activity, describe progress to date.)</p>	<p style="text-align: center;"><i>Rating</i></p> <p><i>HI MED LO NA</i></p> <p>30 20 10 0</p>
<p>B. Please identify key stakeholders/partners involved in this activity.</p>	<p><i>HI MED LO NA</i></p> <p>5 3 1 0</p>
<p>C. Please describe how key stakeholders/partners will receive information about this activity.</p>	<p><i>HI MED LO NA</i></p> <p>5 3 1 0</p>
<p>D. Please describe the evidence you will use to show the success of this activity.</p>	<p><i>HI MED LO NA</i></p> <p>5 3 1 0</p>

Please use the reverse side if additional space is needed. Use a separate sheet for each activity.

Tech Prep Program Standards

CATEGORY	1	2 (INCLUDES LEVEL 1 AS WELL AS THE FOLLOWING)	3 (INCLUDES LEVELS 1 AND 2 AS WELL AS THE FOLLOWING)	4 (INCLUDES LEVELS 1, 2, AND 3 AS WELL AS THE FOLLOWING)
STUDENT OPPORTUNITIES	All students have the opportunity to participate in programs and services that promote a career oriented plan of study and ongoing career exploration. All students are aware of these opportunities.	By grade 11, students participate in a seamless program of study that results in immediate employment, upon high school graduation, industry certification, and/or post-secondary majors reflecting their program of study.	The project offers participants various opportunities to learn about, practice, and/or acquire academic and technical skills through high intensity work-based learning experiences. Students have the opportunity to use academic, technical, and workplace readiness skills in authentic settings.	The project has established strong ties (i.e. OJT agreements, apprenticeships, placement services, etc.) between secondary, post-secondary educators and business/industry leaders so that students can move efficiently between secondary education and post-secondary education and/or the workplace.
CURRICULUM, INSTRUCTION, AND ASSESSMENT	The project supports a curriculum that reflects the future employment needs of all learners and is developed with input from educators, industry leaders, counselors, and others. Curriculum, instruction, and assessment respond to career clusters, which enhance rigorous academic and technical training. The curriculum incorporates career exploration and planning.	Curriculum, instruction, and assessment help students reach academic, technical, and workplace readiness standards established at local, state, or national levels. Curriculum is contextual and performance-based. Students are encouraged to use various forms of technology to complete challenging lessons.	The curriculum is provided through quality, work-based learning experiences. Student competence is documented in transferable portfolios and through other authentic assessment tools (i.e. industry certification).	The project links secondary and post-secondary instruction through non-duplicative sequences of courses. Similar ties exist between secondary curriculum and learning opportunities in business and industry so that students can move directly into the workplace without duplication of effort.
PROFESSIONAL DEVELOPMENT	The project provides educators, family members, industry leaders, students, counselors, administrators and others information regarding the overall mission of the project and the role each can play in the education and career planning process.	The project provides educators and industry leaders the opportunity to meet to gain input regarding the future needs of students in the workplace. Teachers and counselors are provided training and technical support in instructional delivery to ensure that students meet high standards.	The project provides workplace mentors and industry leaders the skills and technical support necessary to work as work-based instructors, assessors, and career mentors.	The project provides local educators and community mentors learning opportunities to develop high intensity workplace skills that, in turn, will help students reach high academic and technical standards.
SYSTEM	The project seeks input from local and regional educators, industry leaders, and others in the development of programs and services that have measurable objectives.	The project has established a system for management and evaluation that includes a stated mission, goals, objectives, timelines, etc. and has identified individuals who are responsible for project management and assessment. All funding sources are informed of progress in a timely manner.	The project has established standards and benchmarks that, when compared to project activities, measure overall effectiveness. Both qualitative and quantitative data indicate progress toward stated goals and objectives.	The project has identified a process to routinely and consistently inform all partners (including students, educators, industry representatives, family members, etc.) of all progress made. There are mechanisms in place to ensure the institutional sustainability of the system.

VI. FINANCIAL REQUIREMENTS

- 6.01 The state will comply with the requirements in Title I and make provisions for such fiscal control, fund accounting procedures, and financial audit of funds as may be necessary to secure proper disbursement of, and accounting for, federal funds paid to the state (including such funds paid by the state to eligible recipients under this act).
[Section 122(c)(10)]

No funds received under this Act may be used to provide vocational and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used for such students.
[Section 315]

The State Board will maintain its fiscal effort (state funds) by per student or aggregate expenditures for vocational and technical education programs for the fiscal year preceding the fiscal year for which the determination is made, equaled or exceeded such effort or expenditure for vocational and technical education programs, for the second fiscal year preceding the fiscal year the determination is made.

In computing the fiscal effort or aggregate expenditures, the Secretary shall exclude capital expenditures, special one-time project costs and the costs of pilot programs.

If the amount made available under the Act for a fiscal year is less than the preceding year the fiscal effort per student or aggregate expenditures of the State for that year will be reduced by the same percentages as the amount made available.
[Section 311(b)(1)]

No funds made available under this Act will be used to require any secondary school student to choose or pursue a specific career path or major.
[Section 314(1)]

No funds made available under this Act will be used to mandate that any individual in a vocational technical program be required to attain a federally funded skill level, standard or certificate of mastery.
[Section 314(2)]

All funds made available under this Act will be used in accordance with the Act.
[Section 6]

If any funds from the Act are expended for School to Work activities they will meet the definition of "vocational technical education" found in Section 3(29) of Perkins III.

[Section 6]

Funds made available under this Act shall supplement and not supplant non-federal funds to carry out vocational technical activities and Tech Prep activities.

[Section 311(a)]

No request will be made for an alternative allocation formula at the secondary or postsecondary level.

[Sections 131(c) and 132 (b)]

No funds provided under this Act shall be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocations will result in reduction in the number of jobs available in that state.

[Section 322]

If any funds under this Act are used for student financial aid for attendance costs (Section 325 (b)) they shall not be considered as income in determining eligibility for assistance under other federally funded programs.

[Section 325(a)]

Funds under the Act may be used to pay for vocational technical services required in an individualized education plan developed pursuant to section 614 (d) of the Individuals with Disabilities Education Act and services necessary under Section 504 of the Rehabilitation Act of 1973.

[Section 325(c)]

The State Board for Vocational and Technical Education and the Governor's Office have jointly designated the State Occupational Coordinating Committee as the entity that will provide occupational and employment information in the state of North Dakota.

[Section 118(b)]

- 6.02 The State Board assures that no funds will be used to acquire equipment/software when acquisition results in direct financial benefit to any organization representing the interests of the purchasing entity or its employees or its affiliate.

[Section 122(c)(11)]

- 6.03 The State Board from its allotment for the basic programs authorized by Title II of the Act shall reserve the following:

BASIC PROGRAM ALLOCATION FY 2000

NORTH DAKOTA ALLOCATION \$4,214,921

	Percentage	Amount
State Administration	5% or \$250,000 (whichever is greater)	\$210,764 <u>39,254</u> (minimum \$250,000 funded state)
State Leadership	10.0%	\$417,360
Required uses of funds:		
Assessment		
Technology		
Professional development		
Improve academic skills		
Non-traditional training (\$60,000-\$150,000)		
Partnerships		
Individuals in state institutions (corrections) (42,149)		
Support special population programs		
May use for 12 other activities		
Instructional Programs	85.0%	\$3,547,561

The State Board will distribute funds to secondary and postsecondary in the following split:

Secondary	65%
Postsecondary	35%

Numerous opportunities were provided for the public to provide input regarding the split of funds for secondary and postsecondary programs. The Split of Funds issue was made as one of the points of emphasis as we traveled around the state holding public hearings on the proposed state

plan. In addition, public notices were posted and personal invitations were issued to participating entities regarding the date of the State Board for Vocational and Technical Education board meeting where the split of funds would be discussed.

Considerable testimony was received at the board meeting relating to this issue. There was, however, a consensus among the participants that the 65%-35% split was appropriate. Criteria used included: (1) the percentage of total program costs at the secondary and postsecondary levels, and (2) a comparison of program enrollments. The State Board for Vocational and Technical Education unanimously voted in favor of the split.

Rational for this split.

1. The 65-35 split was based on the percentage of total program costs.

The 65-35 split resulted in federal funds amounting to 13% of the total of secondary costs and 13% of the postsecondary costs.

2. The 65-35 split was based on program enrollments.

- 6.04 The State Board will distribute funds to programs based on the formula allocation in the Act. A waiver of the formula will not be requested at the secondary and the postsecondary level.

Eighty-five percent of the funds will be allocated to eligible recipients. The State Board voted against exercising its option to hold ten percent in reserve.
[Section 131(c) and 132(b)]

SECONDARY

FY 2000

70% of the funds bears the same relationship as the amount such LEA was allocated under Section 1005 of the Elementary and Secondary Education Act of 1965.

Secondary allocation $\times .70 \times \frac{\text{LEA CHAPTER 1 dollars}}{\text{Statewide Chapter 1 dollars}} = \text{Chapter 1 Allocation}$

20% based on the number of students with handicaps who have individualized education programs identified under the Education of the Handicapped Act.

$$\text{Secondary Allocation} \times .20 \times \frac{\text{\# of Handicapped Students IEP (LEA)}}{\text{\# of Handicapped Students IEP (Statewide Handicapped)}} = \text{Handicapped Allocation}$$

10% based on the number of secondary vocational students grades 7-12 and the number of adults served in secondary vocational programs.

$$\text{Secondary Allocation} \times .10 \times \frac{\text{\# of students enrolled in Voc Ed K-12 Adult(LEA)}}{\text{\# of students enrolled in Voc Ed (statewide)}} = \text{Vocational Enrollment Allocation}$$

[Section 113(a)(1)(2)(3)]

FY 2000-2004

30% will be based on the number of individuals aged 15-19, inclusive, who reside in the LEA district compared to the total number of such individuals who reside in school districts statewide.

$$\text{Secondary Allocation} \times .30 \times \frac{\text{\# of individuals age 15-19 (inclusive)(LEA)}}{\text{\# of individuals age 15-19 (inclusive)(statewide)}} = \text{Vocational Enrollment Allocation}$$

70% will be based on the number of individuals aged 15-19, inclusive, who reside in the LEA district with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))).

$$\text{Secondary Allocation} \times .70 \times \frac{\text{\# of individuals (below poverty line)(LEA)}}{\text{\# of individuals (below poverty line (statewide))}} = \text{Vocational Poverty Allocation}$$

[Section 131(b)(1)(2)]

At the secondary level, schools/consortia must meet the \$15,000 minimum allocation to be eligible for a grant.

[Section 131(d)(1)]

Waiver. The State Board may waive the \$15,000 for secondary LEA's if:

- a. The LEA is located in a rural, sparsely populated area. Sparsely populated is defined as: [Section 131(d)(2)]
 1. An area that is geographically isolated that has limited access to any comprehensive vocational education offerings within 50 miles, AND,
 2. An area that is likewise sparsely populated and does not have the ability to provide adequate resources (tax base) for comprehensive vocational education programs, OR
 3. An institution that serves 100% special population students that are incarcerated. Students are confined to the institution; therefore, they can not access programs or services in a consortium. In addition, student services and programs are unique.

OR

- b. The LEA is a public charter school that operated a secondary vocational and technical education program and demonstrates it is unable to enter into a consortium for purposes of providing activities under this part.

[Section 131(d)(2)]

POSTSECONDARY

The following factors are used in determining the formula for postsecondary institutions and enrolled in vocational education programs.

1. Pell Grant students attending vocational education programs.
2. Students of the Indian reservations receiving Bureau of Indian Affairs assistance and/or Pell Grants.

Postsecondary Allocation = Amount per student X number of Pell and BIA
 Total number of Pell and students in postsecondary institutions
 BIA assistance students
 [Section 132(a)(2)]

At the postsecondary level, institutions/consortia must meet the \$50,000 a location to be eligible for a grant [Section 132(c)(1)]

Waiver. The State Board may waive postsecondary institutions participating in a consortium if the eligible institution is located in a rural sparsely populated area.

OR

It can be demonstrated that entering into the consortium would not be beneficial in meeting the purpose of the Carl Perkins law and inhibits the efforts toward greater flexibility to meet those purposes.

[Section 132(a)(4)]

BUDGET SUMMARY WORKSHEET **1999-2000**

FUNDING CATEGORIES	FEDERAL FUNDS	NON-FEDERAL FUNDS	TOTAL	
			FEDERAL	NON-FEDERAL
TITLE I				
STATE ADMINISTRATION (5%) (Minimum Funded State)	250,000	980,000	250,000	980,000
STATE PROGRAM AND LEADERSHIP (10%)	417,360	550,000	417,360	550,000
Non-Traditional Training Individuals In State Institutions	(60,000)	(500,000)		
Assessment/Planning Curriculum	(42,149)			
Personnel Development Improve Academic Skills	(319,343)	(50,000)		
State of the Art Technology Partnerships				
Other Uses Provided by the Act				
SECONDARY, POSTSECONDARY AND ADULT (85%)	Secondary 2,305,915 Postsecondary 1,241,646	Secondary 20,007,139 Postsecondary 9,497,873	3,064,921	29,505,012
TOTAL TITLE I	4,214,921	31,035,012	4,214,921	31,035,012

This is an annual budget.

TITLE II				
TECH PREP EDUCATION	Secondary 238,577*	Postsecondary 134,260	372,827	--
TOTAL TITLE II	238,577	134,260	372,827	--
GRAND TOTAL	4,453,498	31,035,012	4,453,498	31,035,012

*Includes \$68,500 for Administration of the Program.

**Eligible Recipient List
Secondary FY 2000**

L.E.A. Fiscal Agent	Single District/Consortium	Allocation
Beach	Single District	15,359
Belcourt	Single District	68,607
Bismarck	Single District	152,266
Bottineau	Peace Garden Consortium	26,295
Carrington	Dakota Central Consortium	26,984
Carson	Carson Consortium	27,299
Devils Lake	Lake Area Center Consortium	78,847
Devils Lake	Lake Area Center Consortium	63,677
Dickinson	Single District	65,300
Drake	Central Dakota Consortium	29,927
Dunseith	Single District	41,775
Fargo	Single District	152,240
Fort Totten	Single District	24,621
Fort Yates	Single District	24,387
Fort Yates/BIA	Single District	57,948
Garrison	Missouri Hills Consortium	32,048
Glen Ullin	Glen Ullin Consortium	29,957
Grafton	North Valley Consortium	82,078
Grand Forks	Grand Forks Consortium	183,120
Harvey	Harvey Consortium	17,771
Hazen	Oliver-Mercer Consortium	35,676
Hettinger	Southwest Consortium	23,938
Hillsboro	Heart of the Valley Consortium	26,854
Hunter	Rural Cass Consortium	25,567
Jamestown	James Valley Consortium	59,506
Kenmare	Upper Souris Consortium	28,859

Killdeer	Killdeer Consortium	32,014
Linton	Linton Consortium	34,992
Mandan	Single District	59,467
Marmot*	Single District	7,068
Minot	Single District	153,645
Mohall	Mohall-United Consortium	18,405
New England	New England Consortium	17,081
New Town	Fort Berthold Consortium	36,985
Oakes	L.E.E.D. Consortium	31,760
Oakes	South Central Consortium	17,149
Oakes	Southeast Consortium	31,820
Selfridge*	Single District	4,686
Solen	Single District	18,324
St. Johns	East Rolette Consortium	37,931
Steele	Kidder County Consortium	18,957
Tioga	Norwest Consortium	48,660
Towner	North Central Consortium	20,638
Turtle Lake	Missouri Valley Consortium	77,702
Valley City	Valley City Center Consortium	22,016
Wahpeton	Richland County Center Consortium	49,614
Wahpeton/Circle of Nations	Single District	24,184
Watford City*	Single District	11,053
West Fargo	Single District	61,016
Williston	Williston/Trenton Consortium	66,608
TOTAL		2,303,228

*Wavier granted by State Board for Vocational and Technical Education for LEA's under \$15,000.

Eligible Recipient List Postsecondary FY 2000

L.E.A. Fiscal Agent	Single Institution/Consortium	Allocation
Belcourt – TMCC	Single Institution	136,161
Bismarck – BSC	Single Institution	193,070
Bismarck – UTTC	Single Institution	133,210
Bottineau – MSC	Bottineau-MS	71,242
Devils Lake – UND	Single Institution	83,045
Ft. Totten – LHCC*	Single Institution	2,108
Ft. Yates – SBC	Single Institution	94,849
New Town – FBCC	Single Institution	104,123
Wahpeton – NDSCS	Single Institution	338,505
Williston – UND	Single Institution	83,888
TOTAL		1,240,201

*Little Hoop Community College was granted a waiver by the State Board For
Vocational and Technical Education.

VII. EDGAR CERTIFICATION

I hereby certify:

- 2.01 That the State Board for Vocational and Technical Education in this State is eligible to submit the State Plan for Vocational and Technical Education as authorized in the Carl D. Perkins Vocational Education and Applied Technology Act (105-332);[34 CFR 76.104(a)(1)]
- 2.02 That the State Board for Vocational and Technical Education has authority under state law to perform the function of the state under the program; [34 CFR 76.104(a)(2)]
- 2.03 That the state can legally carry out each provision of the foregoing plan; [34 CFR 76.104(a)(3)]
- 2.04 That all provisions of the foregoing plan are consistent with state law; (34 CFR 76.104(a)(4)]
- 2.05 That the State Director and Executive Officer has authority under state law, to receive, hold, and disburse Federal funds made available under the foregoing plan. [34 CFR 76.104(a)(5)]
- 2.06 That the State Director and Executive Officer has authority to submit the foregoing plan; [34 CFR 76.104(a)(5)]
- 2.07 That the State Board for Vocational and Technical Education has adopted and formally approved the foregoing plan; [34 CFR 76.104(a)(7)]
- 2.08 That the foregoing plan is the basis for state operation and administration of the plan; [34 CFR 76.104(a)(8)]
- 2.09 That a copy of the State Plan was placed into the State Intergovernmental Review Process. [Executive Order 12372]
- 2.10 Debarment and Suspension Certification. [34 CFR 85]

2.11 Drug Free Workplace Certification. [34 CFR 85]

2.12 Lobbying Certification. [34 CFR 82]

North Dakota State Board for Vocational and Technical Education

Signature

Mel Olson
State Director and Executive Officer

Date



OFFICE OF INTERGOVERNMENTAL ASSISTANCE

A Division of the Office of Management and Budget

14th Floor- State Capitol
600 E Boulevard Ave Dept 105
Bismarck, ND 58505-0170
Telephone (701) 328-2094
FAX (701) 328-2308
TDD (701) 328-2404



EQUAL OPPORTUNITY
HOUSING AND EMPLOYMENT

March 5, 1999

Dennis Steel
ND State Board for Vocational and Technical Education
600 East Boulevard Avenue
Bismarck, ND 58505

"Letter of Clearance" In Conformance with the North Dakota Federal Program Review System - State
Application Identifier No.: ND990222-0087

Dear Mr. Steel:

SUBJECT: State Plan for Vocational & Technical Education in North Dakota FY 2000-2004

The above referenced plan has been reviewed through the North Dakota Federal Program Review Process. As a result of the review, clearance is given to the project only with respect to this consultation process.

If the proposed project changes in duration, scope, description, budget, location or area of impact, from the project description submitted for review, then it is necessary to submit a copy of the completed application to this office for further review.

We also request the opportunity for complete review of applications for renewal or continuation grants or applications not submitted to or acted on by the funding agency within one year after the date of this letter.

Please use the above SAI number for reference to the above project with this office. Your continued cooperation in the review process is much appreciated.

Sincerely,

James R. Boyd
Manager of Governmental Services

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CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 -

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will-

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office

Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted—

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

ND State Board for Vocational and Technical Education

600 E Boulevard Ave., 15th Floor

Bismarck ND 58505-0610

Check ☒ if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610—

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT

PR/AWARD NUMBER AND/OR PROJECT NAME

North Dakota State Board for Vocational and Technical Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Mel Olson, State Director & Executive Officer

SIGNATURE

DATE

Mel Olson

February 2, 1999

